

THE
ESSENTIALS OF
ENGLISH GRAMMAR
AND COMPOSITION

By Two Experienced Teachers

With a Preface by

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"The plan.....is entirely novel and original."

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"I am quite confident that this volume will prove to be of immense and genuine service to students."

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"I recommend it strongly to the notice of students and teachers alike."

J. L. Banerjee,

PREFACE

The appearance of a new book on composition might almost be regarded as superfluous, for the market is already glutted with so-called treatises on the subject. And yet those who go through the present volume will be convinced—just as I have been convinced—that there was ample room and scope for a book of this nature and that it seeks to remove and will succeed in removing a long and keenly felt want of students.

The orthodox treatises on Composition which have held the field so long, serve but little useful purpose. They go over the same ground that a *manṇūal* of grammar may do. They begin in the same way and end in the same way and the only distinguishing feature is perhaps a chapter on *Appropriate Prepositions* or a chapter on *adverbial phrases and expressions*. No doubt these things have their purpose ; but they do not help the modern student, especially the student who wishes to appear at the *Matriculation Examination* of our University. In fact, it may be said that while giving the student much that may well be dispensed with, they withhold from him just the help which he most requires. And it is

precisely here that the present book is likely to be so very helpful and useful. It won't enable students to write vigorous and powerful English : no book on Composition can possibly help him to do that. But—and this is worth noticing—it will enable him to avoid those slight and yet annoying errors which Indian students are apt to commit in writing English. It will tide him over those small but perplexing difficulties in the use of words and expressions which are such a hindrance in the path of smooth composition ; above all, it will help him to pass his examination.

The plan of the book, so far as I have been able to judge it, is entirely novel and original. The authors have had long experience in teaching ; and as they have had especially to deal with Matriculation students just learning to practise English composition they know exactly where the shoe pinches ; they know the precise nature of the difficulties which students feel. It is to remove these and only these difficulties that they have tried ; and in my opinion they have amply succeeded in their attempt. Thus, one of the chief perplexities of students are words which are used in different parts of speech and have different meanings according to their different uses ; also words though similar in sound are utterly differ-

ent in meaning. To students just learning the elements of English Composition such words seem to be a cruel vagary of Providence, meant only to break the hearts of young readers. But our authors have taken this difficulty into account and have given elaborate and exhaustive lists of such words. As I have said before, a chapter on Appropriate Prepositions is a common feature of text books on composition. But here also our authors have introduced a novelty. They have dealt especially with words which though similar in sound and form take different prepositions after them. Idiomatic use of Phrases, Narration, Analysis, Common Errors and the Transformation and Synthesis of sentences are other useful features of the book.

In short, I am quite confident that this volume will prove to be of immense and genuine service to students ; and in that confidence, I recommend it strongly to the notice of students and teachers alike.

JITENDRALAL BANERJEE,

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And COMPOSITION

PART I

Grammar

I. The Sentence

A sentence is a group of words so arranged as to make complete sense.

Where is

Ram and Hari

A beggar two rupees

Where is he ?

Ram and Hari are playing.

He has given a beggar
two rupees.

Now, notice the groups of words in the above two columns. The groups of words on the left-hand side do not give a complete meaning, while those (the groups of words) on the right-hand side do (make complete sense).

Such groups of words as do not convey a complete meaning are a mere collection of words, while those which do (make complete sense) are sentences.

Kinds of Sentences

There are five different kinds of sentences :—

(1) **Assertive**—A sentence that makes a statement or assertion is called an *Assertive sentence*. Assertive sentences, again, may be subdivided into :—

(i) **An Affirmative sentence**, i. e., that which affirms something :—He goes there. He has done it.

(ii) A Negative sentence, i. e., that which denies something :—He does not go there. He has not done it.

(2) Interrogative—A sentence that asks a question is called an *Interrogative* sentence ; as—Where did you go ?

(3) Imperative—A sentence that expresses a command or entreaty is called an *Imperative* sentence ; as—March forward. Please lend me your book.

(4) Optative—A sentence that expresses a wish is called an *optative* sentence, as—God bless you. May you be happy.

(5) Exclamatory—A sentence that expresses an outburst of a feeling is called an *exclamatory* sentence, as—How very hot the day is ! What a fool you are ! What a beautiful sight !

Subject and Predicate

Every sentence consists of two parts :—

(a) The Subject is a word or group of words, denoting the person of whom or the thing of which something is said.

(b) The Predicate is a word or group of words, that denotes what is said about the subject.

Now let us take a few sentences :—

Man is mortal.
The boy is running in the sun.
A good boy minds his lessons.
The sky is blue and clear.
The story touched his heart.

We may divide each of these sentences into two parts, thus :—

Subject	Predicate
Man	is mortal.
The boy	is running.
A good boy	minds his lessons.
The sky	is blue and clear.
The story	touched his heart.

Now, see that the first part of each sentence denotes the person or thing of *whom or of which we are speaking*. This is called the *subject*.

The second part of each sentence contains *what is said about the subject*.

Take for example, the first sentence :—

Whom are we speaking about ?

We are speaking about 'man'. 'Man' is the subject.

What are we saying about man ?

We are saying that he is mortal. 'Is mortal' is the *Predicate*.

Take again the third sentence :

Whom are we speaking about ?

We are speaking about 'a good boy'. 'A good boy' is the *subject*.

What are we saying about a good boy ? A good boy *minds his lessons*.

'Minds his lessons' is the *Predicate*. And so on, in the case of every sentence.

The Subject-word

You have learnt that the subject of a sentence may consist of a group of words ; but there is usually one principal word in it which is absolutely necessary, and this is called the *subject-word*.

In the sentence "That white house is very large", the subject is 'that white house,' and the *subject-word* is 'house'. Without the word "house" the sentence will give no meaning. Every sentence will, therefore, contain a *subject-word*.

Implied Subject or Subject-word

We have seen that every sentence must contain a subject and a predicate. Sometimes, however, you may find sentences which seem to have no subject. In these cases, the subject is implied, i. e. understood.

Go there. March forward. Stop ! Stand up ! Please have a seat here. Please lend me your book.

In all these cases, the subject 'you' is understood.

In the expression "Thank you" the subject "I" is understood.

The Predicate—the Verb

You have read before that the predicate may consist either of one word or a group of words. But the *full predicate* may consist of two or more words.

Look at these sentences :—

1. The boy reads hard.
2. He is preparing his lessons.
3. Ram has been swimming for an hour.
4. They will go home tomorrow morning.
 - (1) 'Reads hard' is a full predicate.
 - (2) 'Is preparing his lessons' is a full predicate.
 - (3) 'Has been swimming for an hour' is a full predicate.
 - (4) 'Will go home tomorrow morning' is a full predicate.

But, just as in the complete subject the subject-word is the principal part, so in the full predicate there is an essential part,—the *simple predicate*—without which no sentence could be made.

- (1) 'Reads'—simple predicate.
- (2) 'Is preparing'—simple predicate
- (3) 'Has been swimming'—simple predicate
- (4) 'Will go'—simple predicate

We can now say that the simple predicate may consist of one or more words ; but these words are knit together so closely that, practically, they convey the meaning of one word. This very word may be called the 'saying word' i. e. the verb of the sentence.

Thus the simple predicate is *always a verb*—a finite verb giving a complete sense.

II. Parts of Speech

A sentence is made up of words, each of which has a distinct function and forms a part of the sentence.

The words that compose a sentence are divided into different classes, called **Parts of Speech**, according to the *work they do in a sentence*.

There are eight **Parts of Speech** :—

Noun, Adjective, Pronoun, Verb, Adverb, Preposition, Conjunction, Interjection.

Thus a sentence consists of words which are nouns, pronouns, adjectives, verbs, adverbs, prepositions etc.

(1) A **Noun** is a word that names a person or thing or place ; as—*man, Dacca, ball.*

(2) An **Adjective** is a word that qualifies or limits the meaning of a noun ; as—*A good man, green grass.*

(3) A **Pronoun** is a word used in place of a noun, and refers to the noun instead of mentioning it again ; as—*here is the book ; you may take it.*

(4) A **Verb** is a word that states something about a person or a thing as :—*He goes, they run.*

(5) An **Adverb** is a word that modifies or limits the meaning of a verb or an adjective or another adverb ;—*He rises early ; the boy is very good ; he walks very fast.*

(6) A **Preposition** is a word which is used before a noun or a pronoun to show its relations to some other word in the sentence :—*He is with Ram ; Jadu is in Calcutta.*

(7) A **Conjunction** is a word that joins words and sentences :—

Two and two make four. He went there, but I could not go there.

(8) An **Interjection** is a word which is used to express a sudden feeling of joy, grief or surprise. An interjection is usually followed by an exclamation mark (!).

Alas ! they are all dead. Hark ! what a sweet song ! What ! has he gone against me ? Hurrah ! we have won the match.

III. NOUNS

I. Classification

Nouns are divided into the following five classes :—

- (1) Proper nouns
- (2) Common or class nouns
- (3) Collective nouns
- (4) Material nouns
- (5) Abstract nouns

(1) Proper Nouns

A Proper Noun is the name of *one particular* person or place or thing as distinguished from all other persons or place or things ; as, *Suresh, Bombay, Kohinoor, Mount Everest.*

'Suresh' is the name of a particular person. When we speak of 'Suresh', we do not mean any and every person, but a person bearing that specific name.

'Bombay' is the name of a particular place. When we speak of 'Bombay', we think, not of any and every city, but a city bearing that specific name.

'Kohinoor' is the name of a particular piece of diamond. When we speak of the 'Kohinoor', we think, not of any and every piece of diamond, but a piece of diamond bearing that particular name, and so on.

Proper nouns can be applied not only to individuals but also to *groups of individuals* : as—

The Kings of England (as distinguished from the Kings of other countries); the Emperors of Japan (as distinguished from the Emperors of other empires).

Proper Nouns may denote the names of *rivers, seas, oceans, gulfs, bays, lakes, straits*, ; as—the Ganges, the Atlantic Ocean, the Black Sea, the Gulf of Finland, the Bay of Bengal, the Strait of Gibraltar.

Proper Nouns may denote the names of *countries* having a *descriptive meaning* ; as, the Punjab, the Carnatic, the Central Provinces, the Deccan, the United States.

Proper Noun may be applied to a group of places or a range or chain of mountains ; as,

The East Indies (meaning a group of islands called by that name.)

The Himalayas (meaning the chain of mountains of which Everest, Kanchenjanga, etc. are separate peaks).

Proper Nouns may be applied to a notable event ; as, *the French Revolution*.

Proper Nouns may refer to famous or sacred books ; as, the *Ramayana*, the *Mahabharata*, the *Vedas*, the *Koran*, the *Bible*, *Sakuntala*, *Macbeth*.

Proper Nouns may denote the names of ships and public buildings ; as *the Titanic* (ship). *The Senate House*, *the Town Hall*.

Definition

A **Proper Noun** is the name of one particular person, place, thing, event or a group of persons, places and notable events.

(2) Common or Class Noun

A **Common or Class Noun** is the name given to every one of a class of animals or things ; as, *man*, *dog*, *chair*, *book*.

Thus, '*man*' is the name of every member of a particular class of animals known as men. When we speak of '*man*', we mean not any particular man, but any and every man.

'*Book*' is the name of every member of a class of things known as books. When we speak of '*book*', we mean any and every book, but not any particular book like the *Vedas*, the *Koran*, etc ; and so on.

Sushil is a proper noun. *Bôy* is a common noun. *Calcutta* is a proper noun. *City* is a common noun.

Definition

A Common Noun or Class Noun is the name belonging to every member of a class of persons, animals, places or things.

(3) Collective Noun

Definition

A Collective Noun is the name of a group or collection of similar persons, animals or things regarded as *forming a whole*; as, *army, fleet, flock, crowd, library, team, regiment, bouquet, bunch*.

An '*army*' means a body of soldiers and is a Collective Noun, because it stands for all the ships that have formed it, and not any and every individual ship of the group. We give the name '*fleet*' to a collection of ships considered a single group.

A '*fleet*' means a group of ships and is a Collective Noun because it stands for all the ships that have formed it, and not any and every individual ship of the group. We give the name '*fleet*' to a collection of ships considered a single group.

Likewise, '*a flock*' means a number of animals taken together, not any and every individual animal.

So also, a '*bouquet*' is the name of a collection of flowers taken as a whole and viewed as a single object.

Such nouns are called *Collective Nouns*.

(4) Material Noun

Definition

A Material Noun is the name of a thing or any kind of material or substance that can only be thought of in a mass or bulk; as *rice, water, grass, gold, silver, paper*.

Common Noun Distinguished from Material Noun

Common Nouns are names of things (as, dog, mango, book) which can be counted, thought of separately and individually, whereas material nouns are names of

things or substances which *cannot be counted*, thought of separately or individually—they can only be thought of in a mass as they exist in a mass.

Rice, sugar, grass, for instance, are Material Nouns, because they cannot be counted, thought of separately or individually—because they exist in a mass. We cannot say—he wants to buy one or two rices or sugars, here are fifty grasses. But we can say—he wants to buy a little or much quantity or one or two seers of rice or sugar. So also, in the case of grass we can say—a *large or little quantity* of grass, not many or a few grasses.

Similarly, *gold, silver, water*, are Material Nouns, because they cannot be *counted*—they can only be thought of in a mass. When we speak of gold or silver or water, we can only say whether there is *much or little* of that thing.

Material Nouns are used in the singular number.

(5) Abstract Noun

Definition

An Abstract Noun is usually the name of a *quality* or *attribute*, *action*, or *state* considered apart from the object to which it belongs ; as—

Quality—Kindness, virtue, honesty, brightness, weight, height, length, breadth, smoothness, roundness, solidity.

Action—Movement, judgment, laughter, theft.

State—Health, illness, poverty, youth, childhood, sleep, death, slavery.

The names of the *Arts* and *sciences* are also Abstract Nouns ; as grammar, music, chemistry, etc.

An Abstract Noun denotes a quality or attribute that cannot exist by itself ; it must belong to some object.

We cannot think of it apart from the object in which it exists. But if we separate or draw off this quality and think of it apart from the object itself, the name of this quality is an Abstract Noun.

Look at these sentences :—

1. We admire the *honesty* of the man.
2. The *height* of the wall is six feet.

Now, in the first sentence '*honesty*' cannot exist by itself : it must belong to some one, i. e. to the man here.

Similarly, in sentence 2, '*height*' cannot exist apart from an object ; it must belong to something, i. e. to the wall here.

Now let us take an orange. When we are handling it, we observe that it has certain properties or qualities. It is red, soft, sweet and round. Apart from the orange the qualities of *redness*, *softness*, *sweetness*, *roundness* have no independent existence. But we can refer to them (these qualities) apart from the orange withdrawing or *abstracting*, as it were, the qualities from the orange, and think and speak of its *redness*, *softness*, *sweetness*, *roundness*.

The names of these qualities, viz. *redness*, *softness*, *sweetness*, *roundness* are **Abstract Nouns**.

1. Modes of formation of Abstract Nouns

(a) Most *Abstract Nouns* are formed from *adjectives* by adding *-ness*, *-th*, *-t*, *-ty*, *-y*, *-ery*, *-ice*, etc ; e. g. :—

Kind—kindness. bright—brightness. long—length.
high—height. honest—honesty. safe—safety.
Mock—mockery. Just—justice.

(b) Some *abstract nouns* are formed from *verbs* by adding *-ice*, *-ion*, *-or*, *-ment*, etc : e. g. :

Serve—service. enjoy—enjoyment. instruct—instruction.
possess—possession. err—error. move—movement.
act—action.

(c) Some are formed from *other nouns* by the *addition* of *-y*, *-dom*, *-hood*, *-red*, *-age*, *-ship*, *-ry*, etc ; e. g. :—

Priest—priesthood. man—manhood. friend—friendship.
President—presidentship. bond—bondage.
hate—hatred. slave—slavery. king—kingdom.

2. Distinguish between an Abstract Noun and a Concrete Noun :—

An **Abstract Noun** denotes some quality or attribute, action, state, while a **Concrete Noun** denotes the per-

son or thing to which the quality or attribute, action, state belongs.

When we say 'Beauty is a perishable gift', the word *beauty* is abstract ; it denotes a quality or attribute ; but if we say "The babies are little beauties", the word *beauties* is concrete, because the word *beauties* means persons possessing beauty.

Similarly, in the sentence 'The length of this rope is 6 yards', the word *length* is abstract ; but in the sentence 'Cut several lengths from the rope,' the word *lengths* is concrete, because here it means *long pieces*.

N. B. Abstract nouns while they remain abstract cannot be used in the *plural*, except when they are used as *Concrete*.

When an Abstract Noun is used as a Concrete Noun, it admits of the plural number like an ordinary Common Noun. Thus the Prayer Book has the expression 'negligences and ignorances.' But these plurals signify *acts* or *instances* of negligence and ignorance, and these words have become *Concrete*.

Likewise, 'Hanibal had mighty *virtues*, so had he many *vices*.' Here '*virtues*' and '*vices*' have become concrete.

3. Distinguish between a Collective Noun and a Noun of Multitude :—

A *Collective Noun* signifies that the individuals composing a group are *thought of collectively*, while a *Noun of Multitude* signifies that the individuals are *thought of separately*.

A *Noun of Multitude* is, therefore, used in the *plural number*.

For Example—The Committee was unanimous.

We give the name *Committee* to the members *viewed as a single body*. Hence '*Committee*' is a *Collective Noun*.

The Committee were of different opinions. In this sentence the Committee (i. e. the members on the Committee) did not act as a *single body*—the members were divided in their opinions. Hence the word *Committee* is a *Noun of Multitude* and has taken a plural verb.

Further examples of Collective Nouns and Nouns of Multitude :—

The jury (Collective Noun) consists of eight persons. The jury (Noun of Multitude) were divided in their opinions. An army (Collective Noun) was sent to put down the rebellion. The army (Noun of Multitude) were fleeing in all directions. Here is a big crowd (Coll noun). The crowd (Noun of Multitude) were disputing among themselves. The mob (Coll. Noun) was dispersed by the police. The mob (Noun of Multitude) were shouting their loudest.

4. Interchange of Classes of Nouns :—

(A) A Proper Noun is said to be used as a Common Noun :—

(i) When it applies to several persons or things bearing the same name or to one of a particular family ; as—There are two Susils in our class. The Boses of our village are very rich. There are two Hyderabads in India.

(ii) When a Proper Noun is used in a descriptive sense, to denote an object of a similar character to itself ; as—Kalidas was the Shakespeare of India. A Daniel is come to judgment. A Newton is not born in every age. Chanakya was the Bismark of India. Bankim was the Scott of Bengal.

(iii) When a person is little known or thought of : as :—One Ramchandra De was arrested the other day. A (or one Ananta Prakash Roy has headed the list of the successful candidates in the Matriculation Examination.

(B) A Common Noun becomes Proper—when it is no longer used as the name of a class, but is applied to a particular person or thing ; as—

The King opened Parliament. Have you seen the Museum in Calcutta ? Jesus is the son of God.

Consider this sentence—The King opened Parliament.

Here the word King is not used as the name which can be applied to every one of the class of kings. In other words, it is not like the ordinary Common Noun

king. It signifies a particular King, namely, George VI of England. Thus the word King is used as a Proper Noun. Likewise, Parliament (which is a Collective Noun) denotes here a particular legislative body, namely that of England.

So, in the above sentence, the Common noun King and the Collective Noun Parliament stand as Proper Nouns, and as such they begin with Capital letters.

Again, in the sentence "Have you seen the Museum in Calcutta," the word Museum is a Proper Noun, as it denotes a particular Museum, namely, the one in Calcutta.

(C) A Collective Noun is said to be used as a Common Noun—when it denotes *different groups or collections of the same individuals* ; as—

The *fleets* of the English and the French. An army consists of several *regiments*. I bought two *bouquets* of flowers. Many *families* died of starvation during the last famine. There are ten *classes* in our school.

(D) A Material Noun is said to be used as a Common Noun—

(i) When it denotes a thing instead of the matter of which it is composed ; as—He was put in *irons* (fetters made of iron). He takes two daily *papers* (=news papers). Give the blind man some *coppers* (coins made of copper)!

(ii) When it denotes particular *kinds or varieties* ; as—The *teas* of Darjeeling are now extensively used. The *wines* of France are superior to those (wines) of England. The *rice* of Dinajpur is fine. The *soil* of India is fertile. The *sugars* of Bengal are not very clean.

(iii) When, instead of the whole, *detached portions* of it are meant ; as—Buy the boy some *marbles*. Put the *coals* in the fire. Do not throw *stones*, they may hurt anyone. *Clouds* are gathering fast.

(E). An Abstract Noun is said to be used as a Common Noun—

(i) When instead of denoting qualities, it denotes *persons or things* ; as—She is a *beauty* (a beautiful girl).

What are the seven *wonders* (wonderful objects) of the world? Cut several *lengths* (long pieces) from the rope. India expects much from the *youth* (young men) of Bengal. Sir Ashutosh Mukherjee was a *Justice* (judge) of the Calcutta High Court.

(ii) When it indicates *acts* or *particular instances* ; as—We are indebted to you for your many *kindnesses* (acts of kindness). Vidyasagar spent his life in doing *charities* (acts of charity). There were a hundred *deaths* from the railway collision.

(F) A Common Noun is used as an Abstract Noun—

When it signifies some prominent quality of the thing of which the noun is a name ; as—He felt the *patriot* (the patriotic feeling) within his breast. I feel the *father* (fatherly feeling) rise in my breast.

(G) When Abstract Nouns are personified, they become Proper Nouns. Personified Abstract Nouns begin with a capital letter ; as—O *Death* ! where is thy sting ? O *Liberty* ! *Liberty* ! how many crimes are committed in thy name ? O *Solitude* ! Where are thy charms ? *Fortune* smiled upon him.

INFLECTIONS OF WORDS

We shall now see how the same word, slightly changed in form, performs a different grammatical function.

Words are changed in form to modify their meanings. Thus *man* stands for one man, and *men* which is formed by a slight change in form, namely, the changing of a into e, stands for more than one man ; similarly in the word *boys* the letter s has been added to modify the meaning of the word *boy* so as to mean more than one boy.

Again, the word *man* stands for a male, and *woman* which is formed by adding 'wo' to man, stands for a female.

In the case of verbs, forms such as 'saw' from see, 'said' from 'say', 'asked' from 'ask' are made to indicate that the actions denoted by these verbs took place in the past.

Similarly, a pronoun like *he*, may be changed into *she*, *her*, *him* and *them* to denote sex or number.

In the case of Adjectives and Adverbs they are also changed to denote the presence of any quality in more or less degree ; e. g. *better* from *good*, (or, *well*), *more* from *much*, *less* from *little*.

From the above we now see how the same word by a slight change in form performs a different grammatical function. These variations (changes) in form are called **Inflections**.

'Inflection' is the method of modifying the meaning of a word in its form.

Inflections of Nouns

Nouns are *inflected* for *gender*, *number*, *case*.

GENDER OF NOUNS

There are three genders in English grammar :—

The Masculine, the Feminine, and the Neuter.

(a) Nouns denoting *males*, whether among persons or animals are said to be of the Masculine Gender : *father*, *son*, *boy*, *dog*, *bull*.

(b) Nouns denoting *females*, whether among persons or animals are said to be of the Feminine Gender : *mother*, *daughter*, *sister*, *cow*, *bitch*.

(c) Nouns indicating *inanimate objects* (objects without life and lower forms of life (birds, insects fishes) are said to be of the Neuter Gender : *tree*, *flower*, *bird*, *ant*, *fish*, *beast*.

There are a great number of nouns, which may indicate either a male or a female as the case may be. For instance, *child*, *parent*, (father or mother) *friend*, *teacher*, *cousin*, *spouse* (husband or wife), *sovereign* (king or queen), *monarch*, *servant*, *pupil*, *cook*, *clerk*, *typist*, *cyclist*, etc.

Such nouns are called **Common Gender**.

The **Common Gender** is applied to such nouns as may signify both sexes.

In connection with the above words a prefix indicating sex must be used if it be desired to show whether

one is speaking of a male or a female ; e. g. *male friend*—*lady friend*, *male teacher*—*lady teacher*, *male child*—*female child*, *male cook*—*female cook*, *male cyclist*—*female cyclist*, *doctor*—*lady doctor*.

Sometimes in regard to animals, when no question of sex arises, the masculine noun or the feminine is used as a noun of Common Gender ; as,

Yours is a very nice *dog*. A *sheep* is grazing in the field. He is gone to shoot wild *duck*. What did you pay for your *horse* ?

In all these cases, sex is not thought of, and the creature named may be either male or female.

In the sentence "The *child* broke *his* toy", the pronoun '*his*' shows that the *child* is a boy. Nevertheless in grammar the noun *child* is of the Common Gender as it is applicable to a girl as well as to a boy. If we did not know the sex of the *child*, the correct form of the above sentence would be—The *child* broke *its* toy.

MODES OF FORMATION OF GENDERS

There are three ways of indicating the difference between Masculine and Feminine Nouns :—

(1) By-a different word

Mas.	Fem.	Mas.	Fem.
Bachelor	maid	Horse	mare
Buck	doe	Lord	lady
Bull	cow	Man	woman
Bullock	heifer	Monk	nun
Cock	hen	Nephew	niece
Colt	filly	Papa	mamma
Dog	bitch	Ram	ewe
Drake	duck	Sir	madam
Drone	bee, queen-bee	Sire	dam
Earl	Countess	Stag	hind
Friar	nun	Tailor	seamstress
Gander	goose	Hart	roe
Fox (dog-fox)	vixen (bitch-fox)	Tutor	governess
Uncle	aunt	Wizard	witch

Vixen as the feminine of *fox* has gone out of use : the feminine now used is *bitch-fox*. The word *vixen* is now applied to a quarrelsome woman.

(2) By adding the suffix—'ess' to the word

(a) *Without any change in the form of the Masculine*

Mas.	Fem.	Mas.	Fem.
Author	authoress	Lion	lioness
Baron	Baroness	Patron	patroness
Count	Countess	Peer	peeress
Giant	giantess	Poet	poetess
God	goddess	Priest	priestess
Governor	governess (tutor)	Prince	princess
Heir	heiress	Prophet	prophetess
Host	hostess	Shepherd	shepherdess.
Jew	Jewess	Sorcerer	sorceress
Manager	manageress	Mayor	mayoress

(b) *By omitting the vowel of the last syllable of the Masculine :—*

Mas.	Fem.	Mas.	Fem.
Actor	actress	Preceptor	preceptress
Benefactor	benefactress	Proprietor	proprietress
Emperor	empress	Seamster	seamstress
Enchanter	enchantress	Tiger	tigress
Founder	foundress	Traitor	traitress
Hunter	huntress	Waiter	waitress
Instructor	instructress	Director	directress
Negro	negress	Victor	victress
Songster	songstress	Inheritor	inheritress or inheritrix

(c) *In an irregular way—*

Mas.	Fem.
Abbot	Abbess
Duke	Duchess
Governor	governess
Master (boy)	Miss (as title of unmarried woman or girl)
Master (teacher)	Mistress
Mr (pronounced mister)	Mrs. (pronounced misiz—title of a married woman)

Marquis	}	Marchioness
Marquess		
Murderer		murderess
Votary		votaress

(3) By a prefix or a suffix indicating the sex :—
Prefixes :—

Mas.	Fem
Man-servant	maid-servant
Boar-pig	sow-pig
Buck-rabbit	doe-rabbit
Bull-calf	cow-calf
Cock-sparrow	hen-sparrow
He-wolf	she-wolf
He-goat	she-goat
Jack-ass	jenny-ass or she-ass
Billy-goat	nanny-goat
Dog-fox	bitch-fox

Suffixes :—

Mas.	Fem.
Beggar-man	beggar-woman
God-father	god mother
Land-lord	land-lady
Milk-man	milk-maid
Pea-cock	Pea-hen
School-master	school-mistress
Washer-man	washer-woman
Step-son	step-daughter

By other endings :—

Administrator	administratrix
Director	directrix
Executor	executrix
Prosecutor	prosecutrix
Testator	testatrix
Charles	Caroline
Hero	heroine
Joseph	Josephine
Henry	Henrietta, Harriet
Alexander	Alexandrina

Czar or Tsar	}	{	Czarina or Tsarina, Taritsa (Russian)
Sultan Beau (<i>bo</i>)			Sultana belle (<i>bel</i>)

There are some *masculine nouns* which have no *corresponding feminine forms*, such as *clown, captain, judge, person, knight*.

Again, there are some *feminine nouns* which have no *corresponding masculine forms*.

These are : *Amazon* (a masculine woman), *brunette* (a dark-skinned and brown-haired woman), *laundress* (a washerwoman), *nurse* (a female nurse), *prude* (a woman of affected modesty), *siren* (a dangerously fascinating woman), *shrew* (a scolding woman), *Virago* (a fierce or abusive woman), *virgin* (a maiden).

There are some *feminine nouns* which are used for both sexes ; as *bee, duck, cow, goose*.

Some *masculine nouns* are also used for both sexes—man, poet; painter, actor, singer ; as *Man* is *mortal*—implies both the *male* and the *female* sex.

But there is a difference in meaning between the masculine and feminine forms of *poet, actor, painter*, etc.

She is the best *poet* of the age—of all poets, both *male* and *female*.

She is the best *poetess*—of all *female* poets.

She is the best *painter*—of all painters both *male* and *female*.

She is the best *actor*—of all actors, both *male* and *female*.

She is the best *actress*—of all *female* actors.

So long we have spoken of the *feminine* being formed from the *masculine*.

But there are some *masculines* which are formed from the *feminine* : *bridegroom, gander, widower*.

When '*governor*' means a ruler, it is of the Common Gender. But when it means a tutor, its feminine form is '*governess*' meaning tutoress. A *governess* is a female instructor retained in a family.

Words ending in 'ster' are masculine, but were originally feminine. The only feminine with this ending now in common use is *spinster* (a woman who spins) which is applied to designate an unmarried woman.

Songster is usually applied to *birds*. The word 'singer' is now used both for *man* and *woman*.

Double Feminines—*Songstress* and *seamstress* are formed respectively from *songster* and *seamster*, 'ster' being originally a feminine suffix, as in *spinster*.

Seamstress means a *sewing woman*.

Objects without life as well as emotions and feelings are sometimes personified ; that is, spoken of as if they were living beings. They are then treated as *males* and *females*.

(a) Stronger emotions as well as objects remarkable for strength, sublimity, violence, and terror are treated as masculine :—as *Love*, *Anger*, *Fear*, *Death*, the *Sun*, *Summer*, *War*, *Thunder*, *Winter*.

(b) Softer, gentler emotions as well as objects remarkable for beauty, gentleness, gracefulness, and weakness are treated as feminine ; as *Peace*, *Mercy*, *Love*, *Grace*, *Liberty*, *Justice*, *Fame*, *Hope*, *Charity*, the *Earth*, the *Moon*, *Spring*, *Star*, *Nature*, the *Church*, *Truth*, *Night*, *Religion*.

Ships, *locomotives*, *motor-cars* are often treated as *fem* e ; as—"The ship lost all her boats in the storm."

Names of *ships*, *countries*, *fine arts*, *sciences*, are also treated as *feminine* ; as—*India* wants her every son to do his duty to her. "Poetry has her votaries too."

NUMBER OF NOUNS

Number is that form of the noun which indicates whether we speak of one person or thing or more than one.

A noun which denotes a single object is said to be **Singular**, or of the **Singular Number**.

A noun which denotes more objects than one is said to be **Plural** or of the **Plural Number**.

I. Ways of forming the Plural :—

(1) Most nouns form their plural by adding -s to the singular ;—Flower—Flowers, chair—chairs, village—villages.

(2) Nouns ending in *s*, *sh*, *ch*, (soft), *x* form their plural by adding -es to the singular :—gas,—gases, loss—losses, fish—fishes, church—churches, watch—watches, box—boxes.

(3) Nouns ending in *y* immediately preceded by a consonant form their plural by changing *y* into *i* and adding -es to the singular :—lady—ladies, duty—duties, cry—cries.

But if *y* has a vowel before it add -s :—boy—boys, monkey—monkeys, essay—essays.

(4) Nouns ending in *o* immediately preceded by a consonant commonly form their plural by adding -es to the singular :—hero—heroes, potato—potatoes, mango—mangoes.

But several words introduced recently into English from other languages, follow the ordinary rule and add only *s* :—Canto—cantos, piano—pianos, portico—porticos, ditto—dittos, dynamo—dynamos, bravado—bravados, vertigo—vertigos, halo—halos.

(5) Nouns ending in *o* immediately preceded by a vowel add *s* to form the plural :—bamboo—bamboos, folio—folios, ratio—ratios.

(6) Nouns ending in *f* or *fe* form their plurals by changing the final *f* or *fe* into -ves :—life—lives, calf—calves, knife—knives, loaf—loaves, half—halves.

But some nouns ending in *f* or *fe* and those ending in *ff* form the Plural in the usual way by adding 's' :—proof—proofs, roof—roofs, safe—safes, strife—strifes, cliff—cliffs, gulf—gulfs, chief—chiefs, brief—briefs, handkerchief—handkerchiefs, dwarf—dwarfs, wharf—wharves, wharfs.

(7) Some nouns form their plural by changing the inside vowel of the singular :—man—men, woman—women, foot—feet, goose—geese, mouse—mice, louse—lice, tooth—teeth.

(8) Some nouns form their plural by adding *-en* to the singular :—ox—oxen, child—children, brother—brethren (also brothers).

(9) (a) Compound words form their plural number by adding the sign of the plural only to the *principal word* :—father-in-law—fathers-in-law ; daughter-in-law—daughters-in-law ; step-daughter—step-daughters ; son-in-law—sons-in-law ; court-martial—courts-martial ; looker-on—lookers-on ; man-of-war—men-of-war ; Commander-in-chief—commanders-in-chief.

(b) The following Compound words form an exception to the above rule, that is, they have *-s* added at the end :—poet-laureate—poet-laureates ; governor-general—governor-generals ; knight-errant—knight-errants ; attorney-general—attorney-generals ; lady-superintendent—lady-superintendents.

(c) Some compounds have *both the parts pluralized* :—man-servant—men servants ; lord-justice—lords justices ; knight-templar—knight-templars ; lord-lieutenant—lords-lieutenants.

(d) When there is *no noun in a Compound word* the plural is formed by adding *-s* to the last word :—forget-me-not—forget-me-nots, go-between—go-betweens, pick-me-up—pick-me-ups.

(e) When the words framing a Compound form a single-word, the sign of the plural is *added at the end* :—handful—handfuls, spoonful—spoonfuls, runaway—runaways, mouthful—mouthfuls, spendthrift—spendthrifts, bystander—bystanders.

Foreign Plurals

Sing	Plural	Sing	Plural
Analysis	analyses	Erratum	errata
Appendix	appendices	Focus	foci (or focuses)
Alumnus	Alumni		
Axis	axes	Formula	formulae (or formulas)
Bacillus	bacilli		
Basis	bases	Hypothesis	hypotheses

Crisis	crises	Medium	media
Curriculum	curricula		
Datum	data	Memorandum	memoranda
Oasis	oases	Parenthesis	parentheses
Radius	radii	Terminus	termini (or terminuses)
Stratum	strata	Thesis	theses
Vertex	vertices		

Plurals of the letters of the Alphabet and of Figures

The plural of the letters of the alphabet and of the figures is formed by adding 's (an apostrophe and s) :—

B. A.'s, M. A.'s, P's, Q's, 5's, etc.

Your t's are not nicely written. Cut your t's and dot your i's. He has altered two 2's into 3's.

Number of Names of Countries, of Books with Plural endings

The name of a country or a book, ending in a plural noun is treated as singular :—The United States is a great country. The Folk Tales of Bengal is a good book.

Miscellaneous

Sing	Plural
Mr	Messrs
Mrs	Mesdames
Miss Brown	the Misses Brown or the Miss Browns
Mr Brown	Messrs Brown or Mr Browns
Mrs Brown	Mrs Browns
Mary	Marys
Who	whoes
Which	whiches

Nouns which have the same form in both the numbers :—apparatus, cannon, deer, sheep, swine, species, series, pice.

Examples

Either of the two apparatus will do. Guns and cannon were fired at the enemies. The deer are running away in fear. Ten sheep are grazing in the field. The

swine are wallowing in the mire. There are many *species* of butterflies. He has made a *series* of mistakes. The beggars have got four *pice* each.

Nouns which have no plural form :—Furniture, scenery, offspring, issue (=children), poetry, posterity, machinery.

Examples

I have purchased some *furniture* for Rs. 100. The *scenery* of Kashmir is very beautiful. He died yesterday leaving four *issue*. He has ordered some *machinery* in Calcutta.

Nouns which are used only in the plural :—Aborigines, annals, arms (=weapons), auspices, bellows, billiards, bowels, drawers, measles, nuptials, premises (=buildings), remains, scissors, spectacles, thanks, trousers, victuals, vitals.

Certain Collective Nouns which are singular in form but plural in use :—

Mankind—Mankind are superior to beasts in point of intelligence.

Peasantry—The peasantry of India are very poor.

Police—The police have arrested ten persons.

Public—The public have always supported him.

Majority—The majority are on my side.

Bulk—The bulk of the people of Assam are illiterate.

Nouns which are plural in form but singular in use—

Means—He never took any dishonest means. But means (in the sense of income) is used in the plural. His means (income) are small.

News—This is good news for you.

Innings—He scored a hundred runs in one innings.

Smallpox—Small pox is an infectious disease.

Gallows—He set up a gallows.

Summons—A summons was served upon him. Its plural is summonses.

Nouns such as *Mathematics*, *Physics*, *Metaphysics*, *Ethics* when strictly denoting names of sciences are treated as singular.

Some nouns have two forms for the plural, each with a *different meaning*—

- Brother**—(1) *Brothers* (—sons of the same parents).
 Ram and Shyam are brothers.
 (2) *Brethren* (—members of a society or a community). The Hindus gladly joined their Mahomedan *brethren* in a procession.
- Cloth**—(1) *Cloths* (—pieces of cloth). Give some *cloths* to these poor men.
 (2) *Clothes* (—garments). You must not wear dirty *clothes*.
- Die**—*Dies* (—stamps for coining). The printing types are moulded in *dies*.
 (2) *Dice* (—small cubes for games of chance). In dicing, two *dice* are used.
- Fish**—(1) *Fishes* (taken *separately*). There are six *fishes* in the basket.
 (2) *Fish* (taken *collectively*). This pond abounds with *fish*.
- Index**—(1) *Indexes* (—contents). By the aid of good *indexes* we can turn quickly to any subject or passage we require.
 (2) *Indices* (—signs in Algebra). In multiplication the *indices* are added.
- Genius**—(1) *Geniuses* (—men of talents). *Geniuses*, like poets, are born and not made.
 (2) *Genii* (—spirits). *Genii* were supposed by the ancients to watch over human life.
- Penny**—(1) *Pennies* (—separate coins). He counted several *pennies* and then gave them to the poor man.
 (2) *Pence* (—Amount in value). This book is priced at ten *pence* (10d). We use the plural *pennies* when speaking of the coins themselves and *pence* when value is referred to. We pay with *pennies* for a thing worth two *pence*.

Shot—(1) Shot (bullets). He discharged all the *shot* he had.

(2) Shots (number of times fired). The police fired a number of *shots*.

Staff—(1) Staves (—sticks). The hooligans were armed with long and pointed *staves*.

(2) Staffs (—departments in the army). The general came with the *staffs* in attendance.

Some Nouns have two meanings in the singular and only one in the plural—

Abuse—(1) Wrong use. It is an *abuse* of power on the part of the strong to oppress the weak.

(2) reproach. He went on uttering *abuse* against me, I forgave him nonetheless.

Abuses = Wrong uses. Gambling may lead to many *abuses*.

Light—(1) The moon has no *light* of its own.

(2) a lamp. Give me a *light* to read by.

Lights = lamps. There is a row of *lights* on either side of the road.

People = (1) a nation. The Indians are a religiously-minded people.

(2) persons. I do not care for what other people may say.

Peoples = nations. Different are the customs of the *peoples* living in different countries.

Practice = (1) habit. Nothing can be achieved without *practice* and perseverance.

(2) exercise of a profession. Dr. Ghose has a large *practice*.

Practices = habits. Vidyasagar tried to do away with the evil *practices* that had crept into the society.

Wood = (1) timber. He went into the forest to cut wood. (2) a forest. A *wood* is smaller in area than a forest. He has gone to the *wood* to gather fuel.

Woods = forests. He went into the *woods* to chop off trees.

Nouns which have one meaning in the singular and two meanings in the plural—

Circumstance—incident, event. This *circumstance* alone is quite sufficient to prove his guilt.

Circumstances—(1) events. Describe the *circumstances* that led to the last Great War.

(2) Condition. His *circumstances* are bad. Owing to his straitened *circumstances* he could not prosecute his studies.

Colour—a hue. What *colour* is it ?

Colours—(1) hues. The rainbow is of seven *colours*.

(2) Flags. The *colours* of the ship were waving in the breeze.

Custom—a usage. This *custom* is no longer in vogue.

Customs—(1) usages. A European has come to study the social *customs* prevailing in our country.

(2) revenue duties. *Customs* are levied on most of the imported goods.

Effect—result. This medicine had no *effect* on the patient.

Effects—(1) results. My mother has recovered from the *effects* of her grief to some extent.

(2) property. All his personal *effects* were sold by auction.

Moral—a moral lesson. Every story in this book has a *moral*.

Morals—(1) moral lessons. What *morals* do you derive from this poem ?

(2) moral conduct. You should improve your *morals*.

Pain—suffering. There is no gain without *pain*. He has a *pain* in the stomach.

Pains—(1) sufferings. The rich can seldom feel the *pains* of the poor.

(2) trouble ; care. The author has spared no *pains* to make the book suitable for boys.

Part—a portion. A *part* of the house is to let.

Parts—(1) portions. People flocked to the temple of Jagannath from all *parts* of the country.

(2) abilities, talents. He is a man of *parts*. The boy has no *parts*.

Premise—a given proposition. Your conclusion is based on a wrong *premise*.

Premises—(1) propositions. The *premises* of your argument are wrong.

(2) buildings. The prize distribution ceremony was held within the school *premises*.

Nouns which have one meaning in the singular and a different meaning in the plural—

Advice—counsel. You should seek his *advice*.

Advices—information. *Advices* have reached us that the price of paper has gone down.

Air—atmosphere. We cannot live without *air*.

Airs—affected manners. He gave himself the *airs* of a prince.

Content—satisfaction. I ate mangoes to my heart's *content*.

Contents—things contained. I have not yet read the *contents* of the letter.

Force—strength. There is no *force* in your argument.

Forces—army. All the *forces* have been ordered to the front.

Good—benefit. He has done much for the good of the village.

Goods—commodities. You are to pay the freight of the *goods*.

Iron—a metal. Iron is the most useful of metals.

Irons—fettters made of iron. I found him in *irons* in the jail.

Return—coming back. I shall start for Calcutta on my brother's *return* home.

Returns—statistics. Annual *returns* are submitted at the end of March.

Sand—Even the particles of *sand* are not all alike.

Sands—Sea-shore. The children are playing on the *sands*.

Such words as *dozen*, *score*, *pair*, *yoke*, *head*, *brace*, *gross*, *hundredweight*, *twelve-month*, when preceded by definite numerals, take the singular instead of the plural form.

For Example :—I have bought *two dozen* buttons. He will take *three score* eggs. I shall require *three yoke* of oxen. Here are *two brace* of parrots. He uses *three pair* of shoes a year. I require *six pound* of butter. *Fifty head* of cattle are grazing in the field.

But note carefully—

When the word *some* (not, *several* or *many*) precedes the words *dozen* and *score* (not, any other words such as *pair*, *brace*, *head*, *yoke*, etc.), they take plural forms.

(Consult Fowler's Pocket Oxford Dictionary)

Illustrations

I have brought *some dozens* of buttons. He requires *several* (or, *many*) *dozen* (not *dozens*) loaves. Ram Babu has purchased *some scores* of eggs. I shall buy *several* (or, *many*) *score* eggs. Hari Babu uses *some pair* (not, *pairs*) of shoes a year. Here are *some brace* (not, *braces*) of pigeons.

Such words as *half*, *part*, *rest*, take a plural verb when they are followed by a plural noun with *of* ; as—*Half of the oranges* are rotten ; (but) *half of the orange* is rotten. The greater *part of* those assembled in the meeting were in favour of the Bill. The *rest of* the goods were returned.

The word *none* takes a plural verb when it refers to a plural noun ; as—*None of the boys* were present there ; (but) *none* was present there. *None of them* have got the prize.

A noun, though it looks like a plural, admits of a singular verb when it means a collection, group, or amount : —as—*Twenty seers of milk* is enough for the purpose. *Five hundred rupees* was contributed by him. *Ten miles* is not a long journey.

The number of a group of words conveying a plural sense.

Look at the sentence—A number of books are missing.

Here the verb is plural, and why? Because we speak—not of a 'number', but of *a number of books*, which conveys an idea of plurality. 'A number of books' being the subject, the verb is *plural*.

Look at this sentence—The number of books in this library is small.

Here the verb is singular, and why? Because here we speak of the 'number', and not of the group of words 'the number of books'. Therefore, *number* is the subject, and 'number' being a collective noun, the verb is singular.

Counsel (in the sense of a barrister) has the same form in the singular and the plural. But when it is used in the singular, we have to say *counsel* instead of a counsel. He has engaged *counsel* (not a counsel) to defend his case.

Again, when it is used in the plural, we have to say *counsel* instead of counsels. He has engaged *two counsel* (not, counsels) to defend his case. 'The second of our three *counsel* was the best.'

[Fowler—Modern English Usage]

Word is never used in the plural when it means one's promise or assurance and a message.

He has kept his *word* (promise). I have given him my *word* (assurance). He sent *word* (not, a word) to me, (Here it means a message).

News is usually followed by a singular verb. But an indefinite article a or an is never used before it. As for example—This is good *news* (not, a good news). Ill news (not, an ill-news) flies apace.

Study the following correct forms carefully :—

The King had it proclaimed by beat of *drum* (not, a drum). Gloves are bought in *pairs*. We buy pencils in *dozens* and pens in *grosses*. Eggs are mostly counted

in scores. Cattle are counted by heads. New lodgings are easily obtained. I am in *arrears* with my rent. She put *initials* on my clothes. We do *repairs*. He does not know the *rudiments* of grammar. The glad tidings was (or were) conveyed to the princes. The wages he receives are insufficient. Another series of experiments were made.

Important Exercise

1. Rewrite the following sentences changing the words in the *singular* into *plurals*, wherever possible.

The hoof of the ox is cloven. The lady has dressed herself in her best clothes. A fly fears the tail of a cow when she sets it swinging. This knife can cut even a potato. There is no proof that the man is both a thief and a knave. A sheep was run over by a lorry. His tooth is aching. The roof of this house is not in good condition. An alumnus of this institution has a distinctive mark of reliability. We often see a strange phenomenon in the sky. A mouse has been nibbling this loaf. A dwarf was seen with a loaf of bread in his hands. A summons was served on the witness. He struck a rich stratum of gold. A radius is a straight line from the centre to the circumference of a circle.

2. Correct the following :—

The boy has learnt the alphabets. He has bought three pairs of shoes. Fifty heads of cattle are grazing in the field. How charming are these sceneries ! We have spared no pain to make the book suitable for the boys of class VII. I have lost ten rupees note. He passed through all the crisis of the life. He is out of door. Two-third of his income are already spent. Ten miles are not a-long journey. He is fond of vegetable. He is true to his words. Their machineries are not good. The engine is beyond repairs. He has engaged two counsels to defend him.

CASE OF NOUNS

Case is the relation in which a noun (or a pronoun) stands to some other word in a sentence.

In modern English there are three principal cases :
(i) Nominative (ii) Objective (iii) Genitive (or Possessive).

1. Nominative Case

A noun is said to be in the Nominative Case when it is the *subject* of a verb.

The Nominative Case is found by asking the question "who?" or "what" before the verb. 'Ram goes'—who goes?—'Ram'; therefore, *Ram* is in the Nominative Case. 'The watch is stolen'—What is stolen?—"the watch"; hence "watch" is in the Nominative Case.

2. Objective Case

A noun is said to be in the Objective Case when it is the *object* to a *verb* or a *preposition*, that is, when it is governed by a *transitive verb* or a *preposition*.

The Objective Case is found by asking the question "whom?" or "what" after the verb. 'Sushil loves Rahim'—whom does Sushil love? "Rahim"; therefore 'Rahim' is in the Objective Case. 'Jadu has bought a knife'—what has Jadu bought?—"a knife"; hence "knife" is in the Objective Case.

3. Genitive Case (or Possessive Case)

A noun (or pronoun) is said to be in the Genitive Case when it denotes the thing (= person or thing) to which something else belongs or with which it is connected:

The King's Crown, the King's death.

The noun *King* assumes the form 'King's' because it stands for a person to whom a *crown* belongs or with whom 'death' is connected. The 'King's death' does not mean 'the death possessed by the king'.

This relation may be expressed by the inflection 's' or by the preposition *of*. We may say *the king's crown* or *the crown of the king*, *the king's death* or *the death of the king*. The form *king's* is a Genitive Case. The expression 'of the king' is a Case-Phrase—the Genitive equivalent of the inflected form 'King's.' But the noun *King* in the Case-phrase or Genitive equivalent 'of the king' (although it has the sense of 'belonging to or connected with') is not in the Genitive, but in the Accusative (Objective) Case, being the object of the preposition 'of'.

Position of the Nominative

1. As a rule the *Nominative* is placed before the verb : as *God* is kind. *He* goes there.

2. Sometimes the *Nominative* is placed after the verb or after the auxiliary, if there be any :—

(i) When a sentence is introduced by 'here' and by the introductory 'there'—Here is a blind *man* asking for alms. There will be a lunar eclipse in the month of Chaitra. There came a messenger from the king's court.

(ii) When a *Predicative adjective* is placed at the beginning of a sentence for the sake of emphasis—Blessed are the meek. Great was the joy of the citizens. Happy is he who is content with his lot.

(iii) When an *adverb* is placed at the beginning of a sentence for the sake of emphasis : as—Never do I disobey my teacher. So fast did he run that I could not overtake him. Down went the ship.

(iv) When a word or phrase signifying 'and not' such as *neither, nor, no more*—precedes the verb, the subject is put after the verb, or between an auxiliary and the principal verb :—the boy cannot write, neither can his father. He will not go to school nor will he take his meal. He does not go to school, nor does he read at home. My friend is not to blame, nor am I. He cannot swim, and no more can I.

(v) The *Nominative* follows the verb in a conditional clause introduced without 'if'—

Were I rich (—if I were rich), I should help you with more money. Had I been at home (—if I had been at home), I should have taught him a good lesson.

(vi) When the sentence begins with *no sooner, hardly, not only* ; as : No sooner had they entered the forest than they heard the roar of a lion. Hardly had he sat down in the chair when it gave way. Not only did he lose his shoes, he lost his books as well.

(vii) Sometimes, after the adverbs, *so, the more, the less, etc.* in the second clause of the sentence ; as—As you sow, so will you reap. So wicked is the man that he

is up to anything. The more you read, the more will you learn. The more I knew of him, the less did I like him.

(viii) When the object opens the sentence as—
Silver and gold have I none. Father and mother has he none.

The Nominative Case of Address

A noun used in addressing a person or a personified inanimate object, is in the Nominative Case of Address or Vocative Case.

A noun in the Case of Address is in the Second Person.

Examples

Boys, you should obey your parents. Solitude! where are thy charms? Friends, lend me your cars.

Case in Apposition

When a noun (or pronoun or any other noun equivalent) follows another noun to describe it, the second noun is said to be in Apposition to the first (noun): as—Ram, the brother of Hari, came to see me yesterday. Jadu Babu, our Headmaster, is an excellent man. The nouns brother and Headmaster are in the Nominative Case and in apposition respectively to the nouns, Ram and Jadu Babu.

N. B.—Nouns in Apposition are in the same case and should be separated by Commas.

Further Examples

(i) (a) Joseph, the carpenter, was Jesus Christ's father. (b) Co'umbus, the discoverer of America, was born in Italy. (c) Have you read 'Rajarshi', a play by Rabindranath?

(ii) (a) Alexander the Great, king of Macedon, invaded India. (b) Indu Babu, Headmaster of our school is very popular with the boys. (c) Ramesh Babu, President of the club, is absent today.

Note :—The articles are omitted before common nouns denoting office, rank, or title when they are used in apposition.

A Noun in Apposition may also stand in apposition to a pronoun : as—I, his best friend, ought to have been taken into his confidence. We, the students of the Hare School, beg to draw your kind attention to the following grievances.

The Nominative Absolute

Sometimes a noun is used with a participle to form a phrase which is connected in meaning with the principal sentence but has no grammatical connection with it. Such a phrase is called an Absolute Phrase, because it stands alone, and the noun so used with the participle is said to be in the Nominative Absolute :

The sun *having set*, we resumed our journey. The game *being over*, the crowd dispersed. God *willing*, we shall meet again.

THE OBJECTIVE CASE

Kinds of Objects

Objects are of two kinds : the Direct Object and the Indirect Object.

Some transitive verbs take two objects, one of which is directly affected by the action of the verb and is called the Direct Object. The Direct Object is usually the name of a thing ; as—I shall give you a book. He promised the Brahmin a cow. Book and cow are Direct Objects.

Some transitive verbs take two objects, one of which is indirectly or remotely affected by the action of the verb and is called the Indirect Object. The Indirect Object is usually the name of a person ; as—He gave me a watch. 'Me' is an Indirect Object, and 'watch' is the Direct Object.

Again, the objective case is divided into the Accusative and the Dative.

A noun (or pronoun) is said to be in the Accusative Case when it is the Direct Object of a transitive verb.

The noun (or pronoun) that follows a preposition, that is, is governed by a preposition, is also said to be in the Accusative Case.

A noun (or pronoun) is in the Dative Case when it is the *Indirect Object* of a transitive verb.

The Dative Case denotes the person to or for whom something is done or the person to whom something is given. For example—Make him a ring= Make a ring *for him*. Would you do me a favour?= Would you do a favour *to me*? Give the child a toy= Give a toy *to the child*. I taught him English—I taught English *to him*. Please fetch me a glass of water—Please fetch a glass of water *for me*. Him, me, child, him, me, are Dative Objects.

OTHER KINDS OF OBJECTS

The Retained Object

When a transitive verb having two objects is changed into the passive voice, one of the two objects becomes the subject of the passive verb, while the other is *retained as object*. This object is called *Retained Object* :—He is taught English. The boy was asked several *questions* by the teacher. English and questions are *Retained objects*.

A Noun in Apposition in the Objective Case

A noun or noun-equivalent may also stand in apposition to the object ; as—Ramchandra married Seeta, the *daughter* of Janaka. You should obey him, your *master*.

The Complementary Object

(or the Factitive Object)

Some transitive verbs—such as *Name, make, call, find, think, consider, appoint, elect*, etc.—take two objects to complete the sense of a sentence : the second (object) is called the *Complementary Object* or the *Factitive Object* ; as—He has named his son *Vivekananda*. The people made the young prince *king*.

The sentence '*He has named his son*' does not convey a complete meaning, unless the noun '*Vivekananda*' is added to the object son. Similarly, in the sentence, '*The people made the young prince king*', the noun *king* needs to

be added to the object *prince* to complete the sense of the sentence. Hence *Vivekananda* and *king* are Complementary Objects.

Further Examples

I found the servant an honest fellow. The Committee appointed *Jadu Babu* Headmaster. Ram called *Hari* a liar. They chose him their leader. We thought him a rascal.

The italicised words are Complementary objects.

Adverbial Object

Nouns in the objective case *without any preposition* are sometimes used *adverbially* to denote time, distance, measurement, value, weight, degree, manner, etc ; as—

Time—I cannot wait a moment longer. **Distance**—I walked twenty miles. **Measurement**—The wall is ten feet high. **Value**—The watch cost me twenty rupees. **Weight**—This load weighs ten seers. **Degree**—He is ten times better than you. **Manner**—The ship drove full sail.

MORE ABOUT GENITIVE CASE

Formation of the Genitive Case

(1) When the noun is singular, the Genitive Case is formed by adding 's (an *apostrophe* and *s*) to the noun ; as—*soldier's* sword, the *man's* umbrella.

(2) When the noun is plural, and ends in *s*, the Genitive Case is formed by adding only an *apostrophe* ; as—*girls'* school ; *cows'* milk.

(3) When the noun is plural, but does not end in *s*, the Genitive Case is formed by 's (an *apostrophe* and *s*) ; as—*men's* power ; the *peoples* grievances.

(4) When the noun ends in *s* or *ce* and is followed by *sake*, the Genitive Case is formed by adding only an *apostrophe* ; as—for goodness' sake ; for conscience' sake ; for justice' sake.

(5) When a Proper noun ends in *s* the Genitive is formed by adding 's as *Charles's* reign ; *Dumas's* novels ; *St. Thomas's* Hospital ; *James's* house ; *Jones's* daughters ; *Columbus's* discovery.

(Exceptions—*Moses's* laws ; *Socrates's* reasoning.)

(6) The genitive of *Nouns in apposition* is formed by adding 's to the last word ; as—*Matī the blacksmith's brother* ; *William the Conqueror's reign* ; that is *Tagore the poet's house*.

(7) The genitive of *compound Nouns* is formed by adding 's to the last word ; as—*Father-in-law's house*.

(8) The genitive of the names of two persons closely connected by 'and' is formed by adding 's to the last word ; as—*Mr. Fox and Mrs John's compliments*.

(9) When two or more persons own a firm, i. e. when *joint possession* is meant, the sign of the Genitive is added to the 1st-mentioned person ; as—*Hari Babu and Jadu Babu's pharmacy* (i. e. a pharmacy belonging to both Hari Babu and Jadu Babu).

N. B. But when *separate possession* is meant, the sign of the genitive is added to the name of each owner ; as—*Hari Babu's and Jadu Babu's pharmacy* (i. e. two pharmacies, one belonging to Hari Babu and the other belonging to Jadu Babu).

(10) Also when two or more *joint authors* are spoken of, the sign of the genitive is added to the name of the last mentioned author ; as—*Collins and Datta's grammar* (i. e. a grammar that is written by both Mr. Collins and Mr. Datta).

N. B. But when *separate authorship* is meant, the sign of the genitive is used with the name of each author ; as—*Nabin Babu's and Hem Babu's poems* (i. e. we speak of the poems that are composed by Nabin Babu and of those poems that are composed by Hem Babu.)

(11) Nouns denoting *inanimate objects* are not put in the genitive case. Possession is indicated by the preposition 'of' as—*The roof of the house* ; *the streets of Dacca* ; *the floor of the house*.

The following are exceptions to the above rule :—

(a) Nouns denoting *living things* other than man is used in the Genitive Case ; as—*The lion's mane* ; *a bird's fearhens*.

(b) Nouns denoting *personified objects* ; as—*Nature's* laws ; *Fortune's* favourite ; *India's* heroes ; at *duty's* call ; at *death's* door ; *sorrow's* tears ; for *mercy's* sake ; for *truth's* sake.

(c) Nouns denoting time, space, or weight ; as—

Time—A *month's* holiday ; a *day's* march ; in a *year's* time ; three *days'* journey ; two *year's* leave ; three *days'* grace.

Space—A *hair's* breadth ; a *stone's* throw ; a *needle's* point ; a *razor's* edge.

Weight—A *pound's* weight ; a *ton's* weight.

(d) Nouns denoting dignified objects ; as—The *earth's* creatures ; the *soul's* delight ; *heaven's* will ; the *mind's* eye ; the *river's* bank ; the *country's* good ; the *sun's* rays ; the *court's* decree.

We have said before that the Genitive Case denotes *possession*. But it does not always do so. *possession* is only one of the relations indicated by nouns in the Genitive Case.

'Ram's book' mean's the book possessed by Ram ; 'the King's crown' means 'the crown possessed by the King' ; but 'Hem Babu's poems' does not mean 'the poems possessed by Hem Babu'. Similarly with—'court's decree,' 'Sir Surendranath's speech', 'an hour's detention'.

The term *possessive* is, therefore, inadequate as a description of the functions performed by this case.

The name *Possessive* for the Genitive is misleading. The Genitive Case not only denotes *possession*, but conveys other meanings also.

If we notice we shall find that something is common to all these examples of the use of the Genitive Case and it is this :

The noun in the Genitive Case has the limiting force of an adjective.

Just as 'Ram's book' is a particular kind of book, so 'Hem Babu's poems' are a particular kind of poems, 'court's decree', is a particular kind of decree, 'Sir Surendranath's speech' is a particular kind of speech, 'an hour's detention' is a particular kind of detention.

From the above examples we can now say that the Genitive Case has generally an adjective force, qualifying a noun. It is, therefore, also called Adjective Case.

The genitive of the noun, as we have said, is used as an *adjective equivalent*. We may illustrate this by substituting adjectives thus :

The King's crown	The royal crown
Man's happiness	Human happiness
A mother's affection	Maternal affection
England's navy	The English navy.

Like other adjectives it may be used not only as an epithet or attributively, but also *predicatively* :

This watch is my *father's* (used predicatively). This is my *father's* watch (used attributively).

Note—(i) An adjective is used as an *epithet* or *attributively* when it is placed before a noun which it qualifies : a good boy minds his lessons. Everybody respects an honest man. (ii) An adjective is used *predicatively* when it forms part of a predicate, that is, comes after the verb. He became rich. He is honest.

Subjective and Objective Genitive

The noun in the genitive case is said to be *subjective* or *objective* when it stands for the subject or for the object of the action denoted by the word on which it depends.

Thus 'Rabindranath's praise' may mean either (1) Rabindranath praised somebody : here Rabindranath is the subject of the action denoted by the word *praised*. Hence the inflected form of Rabindranath i. e. *Rabindranath's* is *subjective* :

Or, (2) Somebody praised Rabindranath : here Rabindranath is the object of the action denoted by the word *praised* ; hence the genitive is *objective*.

The expression is used in a subjective sense when we say 'Rabindranath's praise pleased the young poet' : it is used in an objective sense when we say 'the people of India were loud in Rabindranath's praise'.

Ram's remarks (—the remarks which Ram has made) is *subjective*. King Charles's execution (King Charles was executed by some people) is *objective*. The Indian team's defeat (defeat was inflicted on the Indian team) is *objective*.

Court's decree (=the decree which the court passed) is *subjective*. Solomon's temple (the temple which Solomon built) is *subjective* :

Speaking generally, we may say that the genitive inflection 's is used in a subjective sense and the form with 'of' is almost always used in an objective sense.

The Appositional Genitive

There are expressions like the city of Calcutta, the continent of Asia, the province of Bengal, the month of June, etc, where a genitive noun is used as the equivalent of a noun in apposition.

The city of Calcutta means the city, (namely) Calcutta ; the continent of Asia means the continent, namely Asia. But it will be unidiomatic to say the city, Calcutta ; the continent, Asia. We have to say the city of Calcutta, the continent of Asia, the province of Bengal, the month of June, because this is English idiom or usage.

The Absolute Genitive or the Elliptical Genitive

Sometimes there are ellipses, or omissions, of the noun which ought to follow the noun in the genitive case. In a word, the noun that follows the genitive is sometimes omitted.— But this omission is supplied according to the sense required by the context.

Nouns denoting *cathedral, theatre, house, school, shop*, etc. are sometimes omitted after a Genitive Case :

The memorial service for Lord Kitchener was held at St. Paul's (Cathedral). The boy reads in St. Paul's (school). I dined at my uncle's (house). They went to the St. James's (theatre). Go to the stationer's (shop) on your way home. You can get it at the baker's (shop).

Double Genitive (or 'of' before a genitive)

The Genitive is sometimes found in a double form. The noun (or pronoun) is preceded by 'of' and followed by 's

A Double Genitive is used when the possessor is supposed to have several of things mentioned and is used after the *indefinite articles*, *numerals*, and the *demonstrative adjectives* *this* and *that* :

He is a friend of my *brother's*, which means that my brother has several friends and he is one of them. In a word, he is *one of my brother's several friends*. A teacher of my *sister's*. Three servants of my *friend's*. This book of *Ram's*. The friend of *Jadu's*.

Now notice the difference in meaning between the following—

- (a) 1. *Rabindranath's picture* means a picture belonging to or made by Rabindranath.
2. *A picture of Rabindranath* signifies a representation or likeness of Rabindranath.
3. *A picture of Rabindranath's* means one of the several pictures belonging to or made by Rabindranath.
- (b) 1. *This news of Ram*.
2. *This news of Ram's*.

The former means the news *about* Ram and the latter means the news *that* Ram brings.

More about Nouns in Apposition

- (i) *Dative in Apposition* : Ram owes Hari, his friend, five hundred rupees.
- (ii) *Genitive in Apposition* : Ghose & Co., the blacksmith's shop.
- (iii) *Vocative in Apposition* : Hear me, Sushil, my dear brother.

Important Exercise 2.

Correct the following :—

He is a friend of Ram. Yesterday I saw a huge crowd's gathering. This barrister has not joined the barristers-at-law's association. Have you read Thackeray

and Dicken's novels? He has studied both Milton and Shakespeare's works. Have you ever heard of Pericle's fame? This is Charle's book. This is Jame's hat. Have you ever been to Mati's the baker factory? Pardon me for the sake of mercy. Wren, Cook, and Thomson's establishments. He dined at Sir John, the idol of fashion and the friend of the poor. He says he will require a fortnight time to finish the work. I called at Longman, the well-known publisher and bookseller's.

PRONOUNS

A **Pronoun** is a word used *instead of a noun* to designate a person or thing already mentioned. It saves the frequent repetition of nouns.

Look at the following—

Sushil got a beautiful picture. Sushil showed the picture to Sushil's younger sister. The sister wished to have the picture.

If there were no pronouns, we should have to express the above sentences by the repetition of the same nouns and that would sound very odd. To avoid that, we can replace the nouns in italics by pronouns, and the sentences can be much better expressed as follows :—

Sushil got a beautiful picture. *He* showed it to *his* younger sister. *She* wished to have it.

The *italicised* words are used instead of nouns, and are, therefore, called **Pronouns**.

Pronoun = Pro noun, Pro means *instead of*, Pronoun = *instead of noun*.

Personal Pronouns

The *Personal Pronouns* are so called because they stand for *persons*.

If we notice, we shall see that there are three persons that are involved in all human speech, and the *Personal Pronouns* stand for the *three persons*, viz—

(1) The person speaking is called the **First Person** ; as—I, we etc.

I (the person now speaking) promise that I will help you.

(2) The person spoken to is called the **Second Person** ; as ;—you, thou etc.

You (*the person now spoken to*) should obey your parents.

(3) The person or thing spoken of is called the **Third Person**, as,—he, she, it, etc.

He (*person already mentioned*) did not tell the truth.

'It', although it denotes the thing spoken of, is also called a **Personal Pronoun** of the **Third Person**, as it also relates to the *third person*, as distinct from the first and second persons.

The Uses of "It"

The personal pronoun 'it' has the following main uses :—

(1) 'It' is used to replace a neuter noun :—

Here is your book ; take it away.

(2) 'It' is used for a *child* when the sex is not indicated :

The child is crying. Go and comfort it.

(3) 'It' is used for lower creatures or for animals when the sex is not indicated :

The bird builds its nest. The dog is faithful to its master.

(4) 'It' refers to something mentioned before :

He has done wrong, and he will not admit it.
He tried to swim, but could not do it.

(5) 'It' is used as *provisional* or *temporary subject* before the verb 'to be'.

It is bad to laugh at a lame man = to laugh at a lame man (*real subject*) is bad. It is doubtful whether he will come = Whether he will come (*real subject*) is doubtful.

(6) 'It' is also used as a *provisional object* : I found it hard to work the sum. It is a *provisional object*, since here it refers to the group of words 'to work this sum,' which forms the *object* of the sentence. I thought it necessary to help him. He made it clear that he would go against me. I feel it my duty to help him. May I take it that you will sign the document ?

(7) 'It' is sometimes used as a sort of *cognate object* to a verb :

He wants to lord it over all. We must fight it out.

(8) 'It' is used as a *nominative* of the verb *to be* or of some *impersonal verbs* : It is winter. It rains. It thunders. It is blowing hard. It is drawing towards evening.

(9) 'It' is used in *questions* about something *unknown* to the speaker :

What is it ? Who is it making so much noise ?

How goes it with you ? Who was it that shouted ?

(10) 'It' is used to *emphasise a word or phrase* :

It is he that has done it. It was with great difficulty that we passed through the forest.

(11) It is used to relate to an *unexpressed object* :

There is no help for it. I cannot help it.

Uses of the Possessive Pronouns

Possessive Personal Pronouns, except 'his', have double forms : *my, mine ; thy, thine ; your, yours ; our, ours ; her, hers ; their, theirs.*

In each case both forms have the same meaning, but there is a difference in their uses. The forms *my, our, your, his, her, their*, and *its* are used before nouns, and they are almost like adjectives. Hence they are called *Possessive Adjectives*.

Possessive Adjectives are also called **Pronominal Adjectives**, because they are formed from pronouns.

This is my book. That is your knife. It is his pen. That is her pencil. Its colour is red.

My, your, his, her, its, are Possessive Adjectives.

The forms *mine, yours, thine, hers, ours, theirs* are not used before nouns—they stand alone instead of the noun to which they refer : This book is mine. These pencils are theirs. Those mangoes are yours.

The form 'his' is used both as a Possessive Adjective and as a Possessive Pronoun : This is his pen. This pen is his.

'*Its*' is used only as a Possessive Adjective : These are *its* leaves. But we cannot say 'These leaves are *its*'.

Study the following sentences :

My dog is white, *his* is black. *Yours* is here, give me mine. *Ours* is the best horse. *Theirs* is the finest shop. Look at this house of *theirs*. Hari Babu is an uncle of his. That friend of *yours* is not known to me.

Possessive Emphatic Pronouns

Possessive Pronouns are made emphatic by the word *own*, which may be used *adjectively* or *absolutely* :

This is my *own* native land. I have a garden of my *own*. I have seen it with my *own* eyes. You tell me of your difficulties, but I have a trouble of my *own*.

Possessive of Interest

The Possessive Case of some personal pronouns usually in the first and second persons is used *familiarly* to denote interest in a certain thing :

Our hero Gobinda was now only five years old (i. e. the child in whom the readers of the book are interested). There is nothing that pleases a man so much as *your* nightingale (=the nightingale that you and I are so fond of listening to).

Good manners require that we should say—

'You and I'—not I and you.

'You and he'—not he and you.

'He and I'—not I and he.

You and I are to go there together.

You and he have got same marks.

He and I are old school friends.

Ram and I are going to Darjeeling.

Look-at the following :—

You and I have done *our* duty.

You and Jadu have not done *your* duty.

Uses of the Reflexive Pronouns

A Reflexive Pronoun is used to indicate that the doer is at once the *subject* and the *object* of the action. When *-self* is added to *my*, *your*, *him*, *her*, *it* and *-selves* to *our*, *your*, *them* we get Reflexive Pronouns.

Further Examples

He has hurt *himself*. The boys hid *themselves*. He thought to *himself*. The old woman was muttering to *herself*. He hanged *himself*. The girl poisoned *herself*.

Uses of the Emphasising Pronouns

Reflexive and Emphasising Pronouns are the *same* in form, but it is not difficult to distinguish between them.

An **Emphasising Pronoun** is used, as its name indicates, for the sake of *emphasis*; I *myself* saw him do it. They *themselves* admitted their guilt. Let the boys work the sum *themselves*. Have you seen him *yourself*? I saw the king *himself*. The town *itself* is not very large.

Study the following sentences—

The photo is not in the least like *myself*. The child is dressing *itself*. He is washing *himself*. I shall avail *myself* of this opportunity. She prides *herself* on her knowledge of English.

Uses of the Demonstrative Pronouns

The pronouns that are used to point out the persons or things to which they refer are called the **Demonstrative Pronouns**.

This and **that** with their plurals, **these** and **those**, are commonly treated as the **Demonstrative Pronouns**.

But they are used as such when they stand independently as substitutes for nouns, and they are **Adjectives** when nouns are placed after them.

This points out something nearer to us, **that** points out something farther away.

Demonstrative Pronouns

This is my book.

That is your pen.

These are our mangoes.

Those are blue birds.

This is not so good as *that*.

Give me one of *those*.

Demonstrative Adjectives

This book is mine.

That pen is yours.

These mangoes are ours.

Those birds are blue.

Call *that* boy.

Give me one of *those* fruits

Further uses of **this** and **that** as pronouns :

(1) When two things *already mentioned* are referred to, **this** refers to the thing last mentioned (nearer the

speaker), that to the thing first mentioned (farther away from the speaker) :

Both intemperance and extravagance are to be avoided : this (extravagance) destroys wealth, that (intemperance) destroys health. Virtue and vice offer themselves for your choice : this (vice) leads to misery, that (virtue) leads to happiness.

Farewell, my friends ! Farewell, my foes !

My peace with these (foes), my love with those (friends)—Kingsley.

(2) That, with its plural, those, is used to avoid the repetition of a preceding noun :

The climate of this place is like that (the climate) of Poona. The eyes of this girl are like those (the eyes) of a deer. The Nagpur orange is not so sweet as that (the orange) of Sylhet. The eggs of hens are not so big as those (the eggs) of ducks.

(3) That may stand for a whole sentence :

Ram. I have passed in the first division.

Susil. I am very glad to hear that.

Susil. His father is seriously ill.

Ram. I did not know that. I am sorry. I went to Darjeeling only once, and that long ago.

(4) That may stand for something already expressed :
To be or not to be—that is the question.

A few other words, as—*so, such, the same, the former, the latter*, when used alone, are also used as Demonstrative pronouns.

So is a Demonstrative Pronoun in such sentences ; as—You don't say so. God said, "Let there be light," and it was so. You say he is a fool, but I don't think him so.

Such is a Demonstrative Pronoun used in such sentences ; as—You are a coward ; he is not such. His condition is such that it is not expected that he will recover soon. He is Headmaster of your school, and he should be treated as such. Such as will make a noise in the class shall be punished.

The same is a Demonstrative Pronoun in such sentences; as—We must all say the same. I would do the same again.

The former, the latter are also used as Demonstrative Pronouns : Ram and Hari are two brothers: the former is dull, the latter is intelligent.

Such, the same, the former, the latter are also used with nouns i. e. adjectively :

I have never seen *such* a man. Don't be in *such* a hurry. He has done *the same* thing again. Both the tiger and the leopard are cats ; *the former* animal is much larger than *the latter* (animal).

Uses of the Interrogative Pronouns

The pronouns that are used for asking questions are called Interrogative Pronouns ; as—Who? Which? What?

Who relates to one or more persons : Who has beaten Ram? Who goes there? Whom do you want? Whose is this book?

Which refers to one or more persons or things and is used in a selective sense, that is, when we are thinking of the selection of a particular one or more out of a definite group of persons or things.

'Which is the Magistrate?' Answer : 'that is he'. A question with 'which?' requires a person or thing to be pointed out from among a definite group of persons or things.

Study these sentences—

Which is your brother? Which are your books?

Which of them has abused Hari?

Which of them have done the sum?

Which of these books is yours?

What relates to one or more things : What is your name? What are these things? What did he say?

In such expressions as, 'What is this man', 'What are you?' the word 'what' does not indicate the person but refers to his profession or position.

Which and What are also used as interrogative Adjectives : *Which* mango do you want ? *Which* way will you go ? *What* books do you read ?

What and which are also used as interrogative Adjectives.

What—(a) asking for a selection from an indefinite number (*which* from a definite number):

What book do you want ? (=what kind of book ? or what is the name of the book ?). *Which* books have you read ? (=which of these books ?). *What* books have you read ? (no definite reference). I don't know *what* plan he will try.

(b) asking for specification of amount or number or kind : *What* money has he ? *What* men have you ? *What* purpose will it serve ? *What* manner of man is he ? I know *what* difficulties there are !

(c) is often used in exclamation in the sense of 'how great or strange or otherwise remarkable for good or ill' ; *What* a great man he is ! *What* a fool you are ! *What* genius he has !

Which, asking for a selection from a definite number : *Which* books do you want ? *Which* way shall we go ? Say *which* chapter you prefer.

What not is used in the sense of 'etc' : After the picnic the grass was strewn with cigarette boxes, newspapers and *what not* (all kinds of things).

Learn the different meanings of the Interrogatives used in the following sentences :

(a) *Who* is he ? (b) *What* is he ? (c) *Which* is he ?

Who is he ?—This is an enquiry about a person's name or designation.

What is he ?—This is an enquiry about a person's profession or social status.

Which is he ?—This is an enquiry about a particular person to be pointed out from among a definite group of persons.

Take another example:—

Ram : He who has got the first prize is among the boys here present.

Hari : Which is he ? Point him out.

USES OF THE DISTRIBUTIVE PRONOUNS

A Distributive Pronoun is one which indicates *two or more persons or things taken singly or separately* : as—*each, either, neither*.

Each refers to *two or more persons or things separately*. It always takes a singular verb ; as—*Each of the two boys or each of them has a pair of shoes*.

The position of the pronoun '*each*' should be noticed. *Each of them has got a reward. They have received a reward each. We are responsible each for his own opinion. I have bought these mangoes for one anna each. Each of these horses cost five hundred rupees. These horses cost five hundred rupees each.*

Either, neither are used when only *two* are spoken of.

Either means the *one* or the *other* of two. *Neither* means *not the one nor the other* of two.

Hence *either* and *neither* are used only in speaking of *two persons or things*. Both being in the singular number take a *singular verb*.

Examples

Either of you two is in the wrong. Neither of you two knows it. You may take either of these two pens. Neither of these two boys is his friend. Either of these two roads leads to the station.

N. B. When more than *two persons or things* are spoken of *any, no, none*, should be used : *Any of these three will suit me. None of them went there. (But) Neither of the two went there.*

Each, Either, Neither, are also used as Adjectives ; they are followed by nouns of the *singular number* :

Each boy has brought his pencil. There are five houses on *either* side (both sides) of the road. At *either* end was a lamp. (Here *either* = each or both). He took *neither* side. *Neither* accusation is true.

USES OF THE RELATIVE PRONOUNS

A **Relative Pronoun** is one that refers to some noun or pronoun going before it, and that joins two sentences together, that is to say, *it does the work of a pronoun and of a conjunction*.

The noun or pronoun for which the relative pronoun stands is called its **Antecedent**.

Consider these sentences—1. The man *who* came here is Ram's brother. 2. I put many questions to Ram *who* (=and he) could not answer any of them.

In the first sentence, the relative '*who*' refers to the noun '*man*' (antecedent), that is to say, the word '*who*' points out a particular man and is, therefore, said to be used in a **restrictive sense**.

In the second sentence, the relative '*who*' is not used in the restrictive sense, *but has the connective force of a Conjunction*, so that the sentence may be written thus: "I put many questions to Ram *and* he could not answer any of them."

From the above two sentences we find that the relative '*who*' has two different uses, viz. **Restrictive and Continuative**. The relative *which* has also two uses.

But other relative pronouns such as *that, what, whom, as, etc.* have only a **restrictive use**. They are never used in a **continuative sense**.

Later on, we shall deal fully with the restrictive and Continuative uses of the relatives *who* and *which*.

Uses of 'Who'

The relative *who* is used for *persons* only. It may refer to a singular or plural noun and therefore must be of the same *number* and *person* as its antecedent ; as—

Happy is the man *who* enjoys sound health. It is I *who am* the owner of this house. The insolent servant dares to insult you *who are* his master.

The relative *who* is also used in a *Descriptive sense* ; as—My father *who* is in Bombay will come home today. Here, the group of words '*who is in Bombay*' only describes the antecedent *father*. *Who* is not used here in the restrictive sense.

Use of 'Whose'

Whose is used for *persons* and for *inanimate objects* ; as—

Look at the mountains *whose* summits are covered with snow. The man *whose* son has stood first in the examination is very poor.

Use of 'Which'

The relative *which* is used for *things without life* and *lower animals* ; as—

The pen with *which* you are writing is mine.

This is a horse *which* is worth Rs. 500.

Which may also refer to a sentence, and in that case it has the force of a *Co-ordinate conjunction* ; as—

Ram says he has got a prize, *which* (= and this) is a lie. The sheep was skinned alive, *which* (and it) was a very cruel act. Her pet lamb died last night, *which* (= and it) has caused her much grief.

Uses of Relative "That"

The relative '*that*' is used (i) for both *persons* and *things*. (ii) *That* is not used with a preposition going before it, and if a preposition is to be used, it must be placed at the end; as—This is the man *that* stole Ram Babu's watch. The dog *that* bites does not bark. I have got the book *that* I lost.

Study these sentences—

Where is the room *that* you sleep in ?

The subject *that* he speaks on is very interesting.

The lamp *that* you are reading by is dim.

The pay *that* you work for is very small.

I know of the village *that* he comes from.

Although the relative '*that*' is always used in a restrictive sense, it cannot however always be the substitute for the relative '*who*'. We cannot say—"His

mother *that* is Headmistress of a High School in Calcutta is expected to come home today", because the relative *that* would suggest that he has more mothers than one, which is nonsense. So you must say—"His mother *who* is Headmistress of a High School, etc."

But we can say—His sister *that* is Headmistress of a High School in Calcutta is expected to come home today because he may have more sisters than one, and the clause introduced by '*that*' restricts or limits like an adjective the application of the antecedent noun to one of them.

‘That’ used in preference to
“Who” or “Which”

In the following cases the Relative pronoun ‘that’ is used in preference to *who* or *which*--

(a) After Adjectives in the Superlative degree :—

Kalidas was the greatest poet *that* (not *who*) ever lived in India. Bepin Chandra Pal was the most eloquent speaker *that* (not, whom) I ever heard. This is the best car *that* (not *which*) is ready for sale.

(b) After the Interrogative pronouns *who* and *what* ; as—

Who *that* heard her pitiful story did not shed tears ?
Who am I *that* should object ?
Who *that* has a grain of sense can say so ?
What is it *that* makes you so sad ?
What is there *that* I do not know ?

(c) After ordinal numeral Adjectives ; as—

Who was the first man *that* invented steam ? This is the second instalment of interest *that* I receive from you.

(d) After the words *all*, *any*, *only*, *none*, *same*, *nothing* ; as—

All *that* I know is this.
Any one *that* breaks the law is liable to punishment.
It is only donkeys *that* bray.
Man is the only animal *that* can laugh.
Nothing *that* I know of has been concealed from you.

This is the same book *that* you gave me yesterday.
None *that* met him could escape his influence.

(e) After two antecedents, one indicating a person and the other indicating a lower animal or a thing ; as—

The cowboy and his sheep *that* were seen in the field were devoured by a tiger. Let me tell you something of the men and things *that* I have seen.

Uses of "What"

What is a double Relative. *What*=(that which)

What refers to things only. It is used without an antecedent expressed.

Do *what* (=that which) I say. Give heed to *what* he says. I found *what* I was looking for. *What* man has done man can do.

Uses of Relative "As"

As is used as a Relative Pronoun after *same*, *such* and *as*. *As* a relative pronoun, '*as*' stands for *that*, *who* or *which* ; as—

- Yours is not the same book *as* mine (is).
- This is not the same *as* that (is).
- He is *such* a fool *as* I have never seen.
- You may take *as* many mangoes *as* you like.
- His answer was *such* *as* I expected him to give.

Uses of Relative "But"

'*But*' is used as a negative relative pronoun meaning *that not*, *who not* : as —

There is no mother *but* loves her child. (*But* loves her child=who does not love her child.) There was none *but* pitied the poor girl). (*But* pitied the poor girl =who did not pity the poor girl). There is no rose *but* has some thorn.

Adverbial Relatives

The adverb *where* is used as a relative of places, *when* as a relative of time, and *why* as a relative of reason, preceded by an Antecedent expressing place, time, and reason respectively. They are, therefore, called Adverbial Relatives.

Examples

This is the house *where* (=in which) he was born.
 I shall let you know the time *when* he will go to see
 you. The reason *why* he did it are obscure.

Omission of the Relative Pronoun

The Relative Pronoun is often omitted when it is in the accusative (objective) case :

This is the man (whom) I saw yesterday.
 I have got the book (which) I lost.
 Few and short were the prayers (that) we said.
 I am monarch of all (that) I survey.

Omission of the Antecedent

Who laughs last laughs best (=he who laughs last laughs best). *Who* (=he who) steals my purse, steals trash. *Whom* (those persons whom) the gods love die young. *Who* (he who) has lost all hope has also lost all fear.

Compound Relative Pronouns

Compound Relatives are formed by adding *ever*, *so*, or *soever* to *who*, *which* and *what*.

They are—

Whoever, *whoso*, *whosoever*, *whichever*, *whichsoever*, *whatever*, *whatsoever*.

Their Antecedents are not expressed.

Whoever (=any and every person who) will violate these rules shall be punished. *Whoso* digs a pit shall fall therein. *Whosoever* praises himself shall be lowered. *Whatever* is mine is yours. Do *whatever* you like. Take *whichever* book (=that book of all books which) you prefer. I will take with me *whomsoever* you choose.

Restrictive and Continuative Uses of the Relatives
'Who' and 'Which'

The relatives '*who*' and '*which*' have two different uses, viz. Relative and Continuative.

(1) *Who* and *Which* are used in a restrictive sense when the group of words following the relative

who or *which*, that is, (when) they introduce a clause which restricts or limits, like an adjective, the antecedent.

Consider these two sentences—

1. The man *who* stole the gold ring is now in lock-up.
2. Ram has lost the book *which* I gave him.

In the first sentence, ask yourself, “which man is now in lock-up”. Your answer is—“who stole the gold ring” (here we do not speak of any other man than the man who stole the gold ring), and that means that the group of words or the clause “*who stole the gold ring*” introduced by the relative ‘*who*’ restricts or limits the application of the antecedent to a particular man of all men.

The relative *who* is, therefore, used here in a *restrictive* sense.

Similarly, in the second sentence, ask yourself ‘which book Ram has lost’. Your answer is—‘which I gave him’ (here also we do not speak of any other book than the book which I gave him), and that means that the group of words or the clause “*which I gave him*” introduced by the relative ‘*which*’, restricts or limits the application of the antecedent to a particular book of all books known.

The relative ‘*which*’ is therefore, used here in a *restrictive* sense.

(2) The relatives ‘*who*’ and ‘*which*’ are used in a *continuative* sense when they, instead of limiting the antecedent, give some additional information about the antecedent, that is, where the clause, introduced by the relative *who* or *which*, is independent of the previous clause (*principal sentence*). In that case, *who* and *which* connect two co-ordinate sentences and *who* means ‘and he’, ‘but he’, and *which* means ‘and this’ or ‘and it’.

Study these three sentences—

1. I met a man, *who* asked me three questions.
2. I offered a rupee to the man, *who* did not accept it.
3. The dog dropped the bone, *which* then fell into the river.

In sentence 1, if you ask the question : which man did I meet ? you do not get as an answer the words, '*who asked me three questions*' for that conveys no sense. The real meaning is—I met a man and *he* asked me three questions.

So here the clause '*who asked me three questions*' is not used to limit the antecedent *man*, but to give some additional information about the antecedent *man*. What is the additional information ? *He asked me three questions.*

In sentence 2, the clause '*who did not accept it*' is not used to qualify the antecedent *man*, but to give further information about the antecedent *man*. '*Who did not accept it*' means but he did not accept it. The sentence really consists of two Co-ordinate sentences : I offered a rupee to the man : He did not accept it. We may join them together thus : I offered a rupee to the man, *but* he did not accept it or we may substitute *who* for '*but he*' and say—I offered a rupee to the man, *who* did not accept it.

In sentence 3, ask yourself the question '*which bone did the dog drop ?*' You cannot say in reply—'*which then fell into the river*', for that would convey no sense. The real meaning is—The dog dropped the bone and *it* then fell into the river.

So here the clause '*which then fell into the river*' is not used to qualify the antecedent *bone*, but to give additional information about it. What is the further information about the *bone* ? *It then fell into the river.*

Hence here *which*, instead of introducing an adjective clause, connects the two co-ordinate sentences and is, therefore, said to be used in a *continuative sense*.

N. B.—When the relatives *who*, *which*, and *that* are used in the restrictive sense, no comma is put before them. But when the relatives *who* and *which* are used in a continuative sense, comma precedes them.

Uses of the Indefinite Pronouns

The pronouns that refer to persons or things in a general way but do not refer to any person or thing in particular are called Indefinite Pronouns,

The Indefinite Pronouns are *one, some, any, none, another, other, all, both, else, etc.*

One refers to an Indefinite person or thing. *One* is often used in the sense of *any person* or *every person*; as—*One* should not tell a lie=A man (any and every man) should not tell a lie. *One* should observe the laws of health.

One is also used as an Indefinite Numeral Pronoun after a noun to avoid repetition: as—I have three pens, I can give you *one*. You sent me some mangoes, those were not good ones (mangoes).

The indefinite Personal Pronoun *one* takes the form *one's* in the genitive case; as—*One* should take care of *one's* (not *his*) health. *One* must not praise *oneself*. *One* should obey *one's* parents.

Note. Indefinite Personal Pronoun *one* is never followed by *his, her* or *its*.

But as an Indefinite Numeral Pronoun *one* takes *his, her, its* after it: as—*One* of the boys has lost *his* umbrella. I saw *one* of the girls standing with *her* book. *One* of the peacocks has spread *its* tail.

Another means *one more*: as—This is not a good nib, give me *another*.

Other means the remaining one of two: Ram and Shyam are two brothers: *One* is dull; the *other* is intelligent.

Other is also used as an adjective: We have *other* evidence. A few *other* examples would be useful.

Followed by '*than*' *other* expresses a sense of Comparison and means *different from*: I have no friends *other than him*. I have no faith in any person *other than yourself*.

Others is the plural form of *other*.

When several individuals are excluded from a class, all the remaining ones are spoken of as the *others*. Of the five men that were sent to the hospital yesterday, one has died, but the *others* are likely to recover.

Others always refers to *persons*, and not things. Thus we say, "Ram, Hari, Jadu and *others* praised him very much."

Some one or other means a person unknown. Some idiots or *other* have been shouting all night.

Every other means (a) alternate ; (b) all besides ; The doctor visits his patients *every other* day. Like *every other* man he has his defects.

Some day or other means at some indefinite time : *Some day or other* I hope to be rich.

Some is used both as a pronoun and an adjective. It is generally used in affirmative sentences.

Some means (1) A particular but unknown, unspecified person, thing or place :

Some say yes and *some* say no. *Some* think he is mad. *Some* fool has locked the door. Ask *some* experienced person.

(2) A certain quantity or number of a thing or things: *Some* of it is spoiled. Why were *some* of you late this morning ? Drink *some* milk, eat *some* bread. Bring *some* pens.

(3) An appreciable or considerable quantity or number of a thing or things. We went *some* miles out of our way. I had *some* trouble in arranging it. *Some* years ago I once went to Darjeeling.

(4) A little :

There is *some* truth in it.

He has after all *some* sense of decency.

Some when it means about so many or so much of (something) is used as an adverb :

I waited *some* twenty minutes. *Some* five hundred people were present there.

Any is also used both as a pronoun and an adjective. It is generally used in interrogative or negative sentences.

Any means one, some, no matter which.

Is there *any* man here ? There is not *any* man here. Has he secured *any* money ? He has not secured *any*

money. He has not eaten *any* of the mangoes. I cannot find *any* of the boys.

Any is also used in an affirmative sentence when it means whichever (of all) is chosen : *every*—whichever individual thing or person is preferred or chosen :

Any chemist will tell you. I will give you *any* of my pens (which) you would like to have. If you find *any* fruits in the market, bring some. *Any* of the pencils will do. *Any* one of us will be glad to help you.

Any is also used in a *hypothetical* sentence : Please give me some bread if you have *any*.

More About 'Some'

You have seen before that '*some*' is used in affirmative sentences, but it is also used (1) in a *negative interrogative* sentence that has an *affirmative meaning* :

Didn't you buy *some* marbles this morning? (=I know you bought *some* marbles).

(2) In a *negative or interrogative* sentence which refers to a portion of the article spoken of :

Will you or will you not take *some* fruit ?

Can we or can't we have *some* milk ?

Cases where *some* and *any* can be interchanged :—

If I find *some* (or *any*) I will send them. Have you *any* (or *some*) money to spare? Can't we have *some* (or *any*) more mangoes? Are there *any* (or *some*) people who speak English here?

Can you spare me *some* time tomorrow? Won't you have *some* more rice? Do you require *any* more mangoes? I do not require *any* more mangoes. I require *some* more. Do you want *any* other man? I do not want *any* other man. I want *some* other man.

The following Compound forms of *any* and *some* are also used—

Anyone, someone, somebody, anybody, anything, something.

Examples

Anybody will tell you so. Let *someone* go to call in a doctor. *Somebody* must have done it. I have *something*

to tell you. He has done *something* bad. Don't do *any*-*thing* mean.

Else is always placed *immediately after the pronoun* :

What *else* do you want? Who *else* has beaten him?
I will tell you *something else*.

Study these sentences—

I

Ram has done the sum. Who *else* has done it? None *else* has done it. Whose umbrella is this? Is it yours? No, it is somebody or (someone) *else's* umbrella. You did not see him. You saw someone *else*. You have got so many things; what *else* do you want? Where is Ram? He has gone *somewhere*. Has he gone to Calcutta? No, he has gone *somewhere else*.

II

The teacher said, "Anybody *else* has made a noise in the class"? Has he gone to Dacca? No, he cannot go anywhere *else* except to Calcutta. He has not done it, *someother* man has done it. I have no friends *other* than him.

One or other of *us* will go there. Someone or other has done it. He will come *some* day or *other*.

No is followed by a noun :

I have no faith in him.

Not *any* is more emphatic :

I have *not any* faith in such theories.

None means *not any*, and is used substantively : You have much money but I have *none*. *None* was present there.

But when several persons or things are spoken of the verb is *usually plural*. *None* of them *were* present there. *None* of these articles *please* (not, *pleases*) me.

If only one person is indicated it is better to use *no one*.

Not one for persons or things : *No one* knows better than I. *Not one* of these persons understood English. *Not one* of these things fit me.

Note the difference between :

He is *not* a lawyer (=that is not his profession).

He *is* no lawyer (=not an efficient lawyer).

He is *not* a gentleman (=he is a workman).

He is *no* gentleman (=he has bad manners).

Reciprocal Pronouns

Each other and *one another* are called Reciprocal Pronouns, because they express mutual action.

Each other is generally used when two persons or things are referred to, and *one another* when more than two are referred to :

Ram and Hari love *each other*. Ram, Hari and Jadu love *one another*. These two men are enemies to *each other*. We helped *one another*. The boys quarrelled with *one another*.

Important Exercise 3

Correct the following :—

(a) Both I and my friend went home. You and your friends did not come back to their homes yesterday. Tomorrow my brother and I shall go to your house to pay their respects to your father. Our ancestors never saw a match, but we use them daily. He was very irregular in his work which was responsible for his failure. This is a problem which is very perplexing and very few men will be able to solve. Here is a pond close by and which abounds with fish. Is this the book as I gave you? You cannot rely on their words who do not keep their word. His reply was such that I expected from him. You had better ask any one to give lift. He cannot be anywhere except at home. I have got many things, I want nothing.

(b) One must not boast of his own success. It is I who is to blame. She is the only girl who can do it. This is the boy that I told you. This is the best which we can do. I collected as many specimens that I could find. There is no man but does not know these things. I considered my duty to help him. He made clear that he would go against me. I find difficult to do the same.

If I am not back in time, let some body take my place. Any of the two pencils will do. Either of the three pencils will do. The subject that he speaks is very interesting. I have no friends than him. I have no faith in any person than yourself.

(c) I am not one of those who make friends with everyone I meet. It was one of the best speeches that has ever been made in the House of Commons. Amarnath being a good batsman, he was selected for the Test Matches. She is not so clever as him. Do not forget his enthusiasm who brought this movement so far. I shall be glad to help every one of my boys in their studies. Somebody told me, I forget whom. None but fools has believed it. Did you buy any mangoes? There was none in the market.

(d) There are many whom we know quite well are honest. Who do you take him for? He wished me to stand surety for him, which I first declined to do, but I agreed on second thoughts. A fly is a little thing, but which is very troublesome when it settles on your face. The dwarf's arm was found to be as short as a small child. The population of Bombay is not as great as Calcutta. The roses of my garden are not as beautiful as yours. Whose baby was it which cried all night? Tell me whom you mean to send this letter. The plan you have chosen does not seem to be wise. I went home for my umbrella, which prevented me from being in time.

ADJECTIVES.

Adjective means added to.

An *Adjective* is a word used with a noun to add something to its meaning. So we may define an *Adjective* thus :

An *Adjective* is a word which qualifies a noun restricting or limiting its application, and thus making its meaning clearer.

The *Adjective* is found by asking the question "of what kind?" or "how much" or "how many" or "which" before a noun.

Look at the following sentences :—

Ram is a good boy. (Boy of what kind ?)

There were fifty men there. (How many men ?)

He had bought much milk. (How much milk ?)

That man is bad. (Which man ?)

In sentence 1, the word 'good' tells *what kind* of a boy Ram is : in other words, 'good' describes or defines the boy Ram.

In sentence 2, 'fifty' states *how many* men there were.

In sentence 3, the word 'much' shows *how much* milk he has bought.

In sentence 4, 'that' points out which man is meant.

Kinds of Adjectives

Adjectives may be divided into the following classes—

1. Adjectives of quality (or Descriptive Adjectives.)
2. Adjectives of quantity.
3. Distinctive or Indicating Adjectives.

I. Adjectives of Quality.

Adjectives of Quality state the quality of a person or thing. They answer the question 'of what kind?', as—He is an intelligent man. This is a big village. It is pure water. He has a sweet voice. Tell us a long story.

He knows something of the English language.

Adjectives derived from Proper Nouns are called Proper Adjectives : as—The Turkish Empire ; Turkish tobacco ; Indian tea ; French wines ; Chinese troops ; the French language.

Proper adjectives are generally classed with Adjectives of quality.

II. Adjectives of Quantity

Adjectives of Quantity denote *how many* or *how much* of an object is meant. They answer the question 'how many' or 'how much?'

Examples

We have many things to learn. I require a hundred rupees. There is little milk in the cup. He takes great

care of his health. Most boys like football. The child has eaten up the whole mango.

Adjectives of quantity again are divided into two classes : Definite and Indefinite.

III. Distinctive or Indicating Adjectives

Distinctive or Indicating Adjectives are also called Pronominal Adjectives, because they have the force of pronouns.

They are divided into the following seven classes :—

Possessive : e. g. *my, your, his, her, its, our, their* :

I have got *my* reward. He has got *his* remuneration.

She has told *her* pitiful story. The child is crying for its mother.

Demonstrative : e. g. *this, these, that, those, yonder, etc* ;
Look at *this* picture of mine. Give me *that* book of yours.

Distributive : e. g. *each, every, neither* :

Each man must pay *his* dues. India expects *every* man to do his duty. Put the lamp at *either* end. *Either* pen will do. He took *neither* side. *Neither* boy was present.

Relative : e. g. *what, which*, and their Compounds *whatever, whatsoever, whichever, etc.*

I will give you *what* money I have. *Whatever* money he has earned, he has earned by the sweat of his brow. I have no doubt *whatever* on this point. For two days he has eaten nothing *whatsoever*. Take *whichever* book you like.

Interrogative : e. g. *What ? which ? whose ?*

The interrogative 'what' refers to an indefinite number of persons or things out of which one or more are to be distinguished by description :

What flower do you want ? (what kind of flower ?)

What animal is it ?

What boy does not love to play ?

What books do you like ? (books of what kind ?)

The interrogative 'which' implies selection, that is, 'which' implies a question concerning a definite number of persons or things :

(1) Which book do you want? (which particular book out of a number of books mentioned or shown to you?)

(2) Which course should I take?

Here the speaker is thinking only of a definite choice from certain courses already mentioned.

What course should I take?

Here the speaker is thinking of a selection from all possible courses.

(3) Which one of these pens will you take?

(4) Which ones of these books will you take?

Emphasising : e. g. own, very ;

Mind your own business.

This is the very book that I want.

Exclamatory : e. g. what !

What a fool he is ! What an insolence !

What suspicious people these Christians are !

What heavenly joy we felt !

The Two Uses of Adjectives

Adjectives are usually used in two ways—as an epithet or attributively and predicatively.

(1) Adjectives are said to be used attributively when they are placed close to or before the nouns which they qualify :

A blind man is standing at the gate.

The adjective 'blind' is placed immediately before the noun 'man' as an epithet or attribute. It is therefore said to be used attributively.

(2) Adjectives are said to be used predicatively when they are placed after an incomplete verb forming part of the Predicate :

1. The man is honest. 2. The boy looks pale.

In sentence 1, the adjective 'honest' is placed after the incomplete verb is and forms part of the Predicate.

It is therefore said to be used *predicatively*. So also the adjective '*pale*' is placed after the incomplete verb '*looks*' and forms part of the Predicate.

Position of the Adjective

We have said before that an adjective used as an epithet (or attributively) is generally placed *immediately before the noun*. But an attributive adjective is, however, placed after the noun it qualifies in the following cases—

(a) When the Adjective is determined by an *adjunct* :

He is a man *honest in his dealings*.

This is a road *ten miles long*.

She is a woman *proud of her good looks*.

This is a letter *written in haste*.

(b) When two or more Adjectives attached to a noun are used to *express emphasis* :

He has mixed with men *high or low*.

There dwelt a miller *hale and bold*.

This is a mistake *pure and simple*.

I have come across men *both good and bad*.

He is a minstrel *old, infirm and deaf*.

(c) When the words *things* and *matters* are used without the article :

They discuss *things* (or *matters*) *temporal and spiritual*.

Adjectives used as Nouns

Adjectives are often used as Nouns.

(a) An Adjective beginning with the Definite Article '*the*' is used as a plural Common Noun denoting a *whole class of people* :

The virtuous (=virtuous people) are happy. Blessed are *the pure* (=pure persons) in heart. *The rich* should not look down on *the poor*.

(b) An Adjective beginning with '*the*' is used as a singular noun denoting some *abstract quality* :

He is a lover of *the beautiful* (=beauty in general) and *the good* (goodness in general). *The future* (=futuraity) is unknown to us.

(c) An Adjective beginning with 'the' is used as a noun as a name for some particular part of a thing : Don't take *the white* of an egg. *The white* of the eye is very delicate. 'He entered into *the thick* (—thickest parts) of the forest.

An Adjective with or without 'the' before it is sometimes used as a Common Noun when it means some particular thing : he is dressed in *white* (—white clothes). The ship went to the bottom of *the deep* (—the sea). I saw several cows grazing on *the common* (—land).

Equal, elder, inferior, superior, senior, junior, may be preceded by a possessive pronoun or by the articles and (may) take a plural :

He is my *equal*. Respect your *elders*. You are my *superior* in ability. Show respect to your *superiors*. Be kind to *inferiors*. *The seniors* should join *the juniors* at games.

Nouns used as Adjectives

Names of materials used as adjectives are not changed :

A *gold* ring. A *silver* cup. A *steel* pen. An *iron* rod.

But if the thing described is not made of the material but has only the *quality* of it, then the name of the material used as an adjective does undergo a change : *Golden* fleece. *Silvery* hair. *Golden* sunshine. *Brazen* impudence.

Though earth, wood, wool, wheat, are names of materials, they take different forms when used as adjectives : An *earthen* pot. A *wooden* box. A *woolen* coat. A *wheaten* loaf.

The Adjective followed by One or ones

One follows a *second adjective* to avoid the repetition of a noun previously mentioned : I have a *black* horse and he has a *white one*. We have *good* books and they have *bad ones*.

Study these sentences—

We admire the good in man and we detest *the evil*.
I have two books and he has *three*.

I have three suits—a blue, a brown and a black.
 The younger sister is taller than the elder.
 The lioness and her young (ones) were shipped to
 London.

The Correct Use of Some Adjectives : Each, Every

Each and *every* are similar in meaning. *Each* is used in respect of a definite number of persons and things, while *every* is used to denote an indefinite number of persons or things. As in the sentence "I was away ten days and it rained each day", the number of days is known; but in the sentence "Every man honours him" the number of men is unknown.

Again, *every* is never used with respect to two persons or things but refers to more than two, while *each* refers to one of two or more. Thus you are required to answer *each* (not *every*) of the two questions. *Every* one of the three boys has answered the question correctly.

Each man struck the other man. *Each* one of us has his work in this world. *Each* man loved every other man. It rained *every* day during my holidays. *Every* one of them is wrong. He comes *every* day.

Any, Some

Some is used in affirmative sentences; but *any*, in negative sentences :

He wants *some* money. I don't want *any* money.
 They saw *some* birds in the tree. We did not see *any* birds in the tree.

Any and *some* can both be used in interrogative sentences; but *any* is to be preferred to *some*.

Have you *any* (or *some*) time to spare?
 Can we not have *some* (or *any*) more biscuits?
 Has he obtained *any* (or *some*) degree?
 Are there *any* (or *some*) people here who can speak
 German?

But *some* is rightly used in questions which are really requests. Will you give me *some* money? (—Please give me *some* money).

Any and *some* may also be used as *Indefinite Demonstratives*.

(a) *Any* can be used with *singular* as well as *plural* nouns :

Any man (*any* and *every* man) can do this. You may take *any* picture (*no* pictures in particular, but *any* pictures) that you choose.

Any amount of money you may take from me.

I did not take *any* book from him.

(b) *Some* is used in two senses : (1) to show that no person or thing in particular is specified : (2) to make a *Definite numeral Indefinite*.

Some man (I don't know who he was) came here today. I require *some* fifty rupees (about Rs. 50, more or less).

A certain, one

(a) As an *Indefinite Demonstrative*, a *certain* is used, to show that no person or thing in particular is specified ; *A certain* man came to see me yesterday.

Certain is also used with *plural* nouns in the same sense : *Certain* men came to see me yesterday.

(b) *One* is generally a *Numeral Adjective* ; but it may also be used as *Indefinite Demonstrative* :

He came *one* day (on a *certain* day which I cannot remember) to see me. *One* Beni (a *certain* man whom I do not know, but who is named Beni) has stolen the watch.

Much, Many

Much is applied to *quantity* and *many* to *number* i. e. things which can be counted. *Much* is used before a *Material* and *Abstract Noun*, and *many* before a *Common Noun*. *Much* is *singular*. *Many* is *plural* : as—

There was *much* rain yesterday. *Much* money has been spent upon this house. There are *many* boys in this school. The reasons were *many*. He has *much* energy. He gave me *much* trouble.

A great deal of, a good deal of are frequently used instead of *much*. A great many, a good many are frequently used instead of *many* for a large number :

They have a *great deal of* money. It requires a *good deal of* moral courage. We have a *great many* coins.

Many, a many .

Many a = many times one.

It is, therefore, followed by a singular noun.

Thus "*many a* time (= many times) I remembered you." "I saw *many a* man (=many men) there".

A many—Here *many* has the force of a *collective noun* and 'of' is understood after it.

The phrase usually takes the word 'great' between 'a' and 'many' and is followed by a plural noun. Thus, 'I saw a *great many* men there.'

A great many men=a great many of men.

A dozen, a hundred, a lac

Definite Numeral quantities are sometimes *Collective Nouns*, and 'of' is understood after them : A *dozen* (of) eggs ; a *hundred* (of) rupees. A million (of) soldiers.

But we must say 'a lac of rupees', and not 'a lac rupees'

Little, a little, the little, not a little

(a) *Little* has a *negative* sense, and means *almost nothing* (i. e.) hardly any ; as—

I have *little* (i. e. hardly any or almost no) milk.

(b) A *little* has an *affirmative* sense; and it means 'some at least' though the quantity is small ; as—

I have a *little* milk.

(c) The *little* implies two statements—one *negative* and the other *affirmative*. It means *not much*, but *all that* there is ; as—The *little* milk that was in the cup has been spilled.

That is—(1) The milk that was in the cup was *not much*. (2) *All the* milk that was in the cup has been spilled.

(d) Not a little = *much* ; as—

He gave you *not a little* (i. e. much) help.

Few, a few, the few

(a) Few has a negative sense, and it means *almost none* (i. e. hardly any) ; as—He has read *few* (i. e. hardly any or practically no) books.

(b) A few has an affirmative sense, and it means '*some at least*', though the number is small ; as He has read *a few* books.

(c) The few implies two statements—one *negative* and the other *affirmative*. It means *not many*, but *all that there are* ; as—He has read *the few* books he has.

That is (1) The books he has are not many. (2) He has read *all the* books he has.

Both

Both is correctly used in the sentence—

The boy has lost *both* his parents. (Never say 'his both parents')

The first two, the two first

The first two, chapters means chapters I and II of the *same* book. *The two first chapters* means chapter I of *two different* books.

Incorrect : The two first scenes in the play are dull.

Correct : *The first two* scenes in the play are dull.

Enough

Enough means not less than the required number, quantity; degree.

Enough is an Adjective of Quantity or an Adjective of number. Enough may be used before or after both singular and plural nouns.

I have *enough* apples or apples *enough*. He has *enough* milk or milk *enough*. He had *enough* bread. He had loaves *enough*. "He made *enough* noise to wake the dead for his purpose."

Whole, all

(a) *Whole without any article before it can only be used before Common nouns in the plural number.*

The rain lasted two *whole* days. He spent *whole* years of misery. He gave *whole* years to the translation of the Mahabharata. *Whole* districts were swept away by the tornado.

(b) *Whole, when an adjective, is never used with a proper noun.* Before proper nouns we must use the *whole of*. In that case, *whole* is a noun :

The whole of India protested against this proposal.

The whole of Bengal deplored the death of Sir Ashutosh Mukherjee.

All is used before Proper and Common nouns :

All India protested against the Bill. *All the provinces* clamoured for redress.

DEGREES OF COMPARISON

There are three Degrees of Comparison ; The Positive, the Comparative and the Superlative.

1. The Adjective in its simple form is said to be in the Positive Degree : as *bold*.

The Positive Degree of an Adjective is used to indicate the presence of some quality in a person or thing. It is used when *no Comparison* is made or intended : The boy is *tall*. This mango is *sweet*.

2. When two persons or things or two different classes of objects are compared in respect of some quality and one is said to possess the quality in a *greater* or *lesser* degree than the other, the Adjective is in the Comparative Degree : as *bolder*.

The Comparative Degree of an Adjective denotes a higher or lower degree of the quality than the Positive. It is usually followed by *than*.

This boy is *taller than* you.

This mango is *sweeter than* that.

3. When *more than two* individuals or objects of the *same* kind or class are compared in respect of some quality and one is said to possess the *highest* or *lowest* degree of the quality, that is, one possesses the quality in a higher or lower degree than two or more other objects, the Adjective is put in the Superlative Degree : as, *tallest*.

The Superlative Degree of an Adjective denotes the highest or lowest degree of the quality. It is usually preceded by the and followed by of.

He is the *tallest* of the three boys.

This is the *sweetest* of all the mangoes.

Formation of the Comparative and the Superlative

Comparatives and Superlatives are formed in the following ways :—

1. Adjectives of *one syllable* form their comparative and superlative by adding *-er* and *-est* respectively to their positive ; as, *proud, prouder, proudest*. *High, higher, highest*.

2. Adjectives of *two syllables* the first of which is accented and the second ends with *le, y, er, ow*, form the Comparative and the Superlative by adding *-er* and *-est* respectively to the Positive : as,

Pos.	Com.	Sup.
Holy	holier	holiest
Simple	simpler	simplest
Pretty	prettier	prettiest
Narrow	narrower	narrowest
Wealthy	wealthier	wealthiest

3. The Comparatives and Superlatives of some *dissyllables with accent* on the last are formed by adding *-er* and *-est* ; as, *profound, profounder, profoundest* ; *polite, politer, politest* ; *precise, preciser, precisest*.

4. All other adjectives of two syllables and all adjectives of more than two syllables form the Comparative and the Superlative by prefixing the adverbs *more* and *most* respectively to the Positive : as,

Pos.	Com.	Sup.
useful	more useful	most useful
honest	more honest	most honest
robust	more robust	most robust
diligent	more diligent	most diligent
insignificant	more insignificant	most insignificant

Examples

Ram is happier than Jadu. Hari is the happiest of all. Iron is more useful than gold. Iron is the most useful of all metals. Rahim is more honest than Karim. Sushil is the most honest of the three.

The foregoing refers to Comparison of Greater Degree. There is also Comparison of Less Degree. In order to show the *Comparative* and *Superlative of inferiority* we may use *less* and *least* ; as,

Active	less active	least active
Cunning	less cunning	least cunning
Industrious	less industrious	least industrious

Examples

He is *industrious*. Ram is *less* industrious than Karim. Hari is the *least* industrious of the three boys.

The Absolute Superlative or Superlative of Eminence

An Adjective is used to denote the presence of a quality in a very high order where no comparison between objects is made or intended. The Adjective is then put in the Superlative degree, and this form is called the *Absolute Superlative* or *Superlative of Eminence*.

When a mother writes to her son as "My dearest boy", she does not mean that he of all his brothers occupies the highest place in her affections ; 'dearest' signifies in such a case 'very dear'.

The Absolute Superlative is often formed with *most*.

This is a *most* beautiful picture.
He is *a most* skilful painter.

Some Adjectives compared irregularly :—

Pos.	Com.	Super.
Good, well	better	best
Bad, evil, ill	worse	worst
Much, many	more	most
Little	less, lesser	least
Old	older, elder	oldest, eldest
Late	later, latter	latest, last
Near	nearer	nearest, next
Nigh	nigher	nighest, next
Far	farther	farthest
Hind	hinder	hindmost, hindermost
(Fore)	former	foremost, first
Forth	further	furthest
(In)	inner	inmost, innermost
(Out)	outer	outermost
(Out)	utter	utmost, uttermost
(Up)	upper	upmost, uppermost

Note. The word in parentheses are really *adverbs*.

More About Comparatives

I

When objects of the same class are compared they must be in the *same case*.

Ram is taller than I (*not, me*)

Here 'Ram' which is a subject is compared with 'I' which is also in the Nominative case and it must be in the nominative case. 'Ram' which is a subject cannot be compared with 'me' which is an objective case. So we cannot write—Ram is taller than *me*, we must write Ram is taller than I.

Study these sentences—

I am younger than he (*not, him*). We are poorer than they (*not, them*). They are wiser than we (*not, us*). Ram is older than Jadu by a year and a half.

Look here—

He is older than his sister. My elder brother is older than I by three years and a half.

Note :—'Elder' is never followed by '*than*', although it (*elder*) is confined to members of the same family.

Hence '*older*' is used instead of '*elder*'.

II

The use of *that* or *those* in such comparisons as the following is to be carefully studied :

The population of Calcutta is greater than *that* (the population) of Bombay.

If the sentence were written as, 'The population of Calcutta is greater *than* Bombay,' it would mean a comparison between *population* and *Bombay*, which is nonsense.

The climate of Darjeeling is better than *that* (the climate) of Shillong. The rivers of America are larger than *those* (the rivers) of Europe. The flowers of your garden are more beautiful than *those* (the flowers) of ours (our garden.)

III

There were no *fewer* than fifty men there. I want no *fewer* than a hundred mangoes. There were no *less* than five seers of milk in this pitcher.

I require no *less* than two maunds of sugar.

Note:—'*Fewer*' is used in respect of *number* and '*less*' of *quantity*.

IV

Iron is more useful than *any other* (not, *any*) metal.

When one thing is compared with another of the *same class* '*other*' has to be used after an Adjective in the *comparative degree*.

Iron is more useful than *any other* (not, *any*) metal. Ram is stronger than *all the other* boys (not, *all the boys*) of his class. The elephant is larger than *all other* wild animals (or, *any other* wild animal). The climate of Darjeeling is much better than that of *many other* districts of Bengal. She got higher marks in English than *anyone else* of her class.

In the above examples the word *other* or *else* is used. Note that without the help of these two words sentences like the above cannot be framed. For example, the sentence 'Ram is stronger than *all* the boys of his class' means Ram is stronger than even *himself*, because Ram is included in all boys ; therefore '*other*' must be used after '*all*'.

Similarly, the sentence 'This is better than any thing' means that *this is better* even than *itself* and *other things* as *well*, which is absurd. Therefore '*else*' must be added after the word *anything*—this is better than anything *else*.

V

When selection from two of the same kind or class is meant '*of*' is used instead of *than* and the comparative form is always preceded by '*the*'.

Sushil is *the elder* (not *older*) of the two brothers.

In the above sentence '*elder*' instead of '*older*' should be used, because here '*elder*' is not followed by '*than*', it is followed by '*of*'. In a sentence like the above the definite article '*the*' must precede the Comparative degree.

Ram is *the stronger* of the two boys.

Kamala is *the more beautiful* of the two girls.

The younger of the two girls is *the prettier*.

Of the two hands the right hand is *the more useful*.

Which of the two pens is *the better* ?

Of these two boys which is *the taller* ?

Of mangoes and oranges I like oranges *the better*.

('*Better*' here is used as an adverb.)

When two qualities belonging to the same person or thing are compared, adjectives of *one syllable* form their Comparative Degrees by taking *more* instead of *-er* before them.

Inc. : Ram is wiser than old.

Cor. : Ram is *more wise* than old.

Inc. : Jadu is stronger than tall.

Cor. : Jadu is *more strong* than tall.

If one of the two qualities belonging to the same person or thing is compared, the other quality i. e. the other adjective must also be compared.

Inc. : This is the safest and short of all the routes.

Cor. : This is the safest and *shortest* of all the routes.

Inc. : He is one of the strongest and handsome young men in this town.

Cor. :and *most handsome* young men.....

Look at the following—

Inc. : He can run as fast, if not faster than you.

Cor. : He can run as fast as you, if not faster.

Inc. : He is as good or better than Hari.

Cor. : He is as good *as Hari*, if not better.

Inc. : He is stronger than anybody in the family.

Cor. : He is stronger than anybody else in the family.

Inc. : I am better at Benares than Calcutta.

Cor. : I am better at Benares than *in* Calcutta.

Inc. : I feel more safe and secure here than Dacca.

Cor. : I feel more safe and secure here than at Dacca.

Inc. : I can rely more on you than him.

Cor. : I can rely more on you than *on* him.

Inc. : He is more fond of you than him,

Cor. : He is more fond of you than *of* him,

VI

A few Latin Comparatives which end in *-or* (and not *-er*) are followed by 'to' instead of *than*.

The beast is *inferior* to man.

Knowledge is *superior* to physical strength.

Ram Babu is *senior* to me in service.

He is *junior* to me in age.

Ramesh Babu came here *prior* to his departure for England.

This event is *prior* to that.

This event is *posterior* to that.

But some of the Latin Comparatives have lost their Comparative meaning, and are used as Positive adjectives.

The *exterior* and *interior* walls are all made of stone.

I have not seen the *interior* part of the building.

This is a *minor* thing. The *major* part (majority) of the boys sent up have passed the Matriculation Examination. He has not helped you with an *ulterior* object.

VII

Certain English Comparatives are used as Positives. They are not followed by *than* or by *to* :

The tiger and the lion are ferocious : the *former* animal is more ferocious than the *latter* (animal). I cannot understand the inner meaning of the passage. The *outer* wall was not defended. He is an *utter* fool. My *elder* brother is older than I by ten years. The *upper* storey of the house is very fine.

VIII

Adjectives of different degrees cannot be joined by 'and'.

Incorrect : Socrates was one of the *wisest* and learned men of Greece. *Correct* : Socrates was one of the *wisest* and *most* learned men of Greece.

IX.

Certain Adjectives of quality do not from their meaning admit of comparison. They express qualities which cannot be increased or diminished :

Perfect, square, unique, extreme, transparent, invisible, free, complete, false, dead, empty, etc.

Distinction between the Double Forms of Comparatives

Elder, eldest are applied to persons only and have reference to *members of the same family*. Elder is never used with 'than' following. You cannot say—Ram is *elder than* his brother. The correct form is—Ram is *older than* his brother. But you can say—Ram is the *elder* of the two brothers. Here *elder* is followed by 'of' instead of 'than'. *Eldest* means *first-born* ; e. g. He is my *eldest* brother. His *eldest* son died at the age of thirty-five.

Older, oldest are used in reference to persons who do not belong to the same family and also in respect of

lower animals and inanimate objects : e. g. Hari is *older* than Shyam. This calf is *older* than that. This tree is *older* than that. She is the *older* of the two cows. Indu is the *oldest* boy in the class. That is the *oldest* temple in Calcutta. This is the *oldest* tree in my garden.

Later, latest refer to *time* : e. g. He came *later* than Ram. This is a *later* publication. *Later on*, I shall come to that question. Sooner or *later* the truth must come out. What is the *latest* news from China? This is the *latest* edition of our book.

Latter, last refers to *order or position* ; e. g. I prefer the *latter* proposition to the former. I could not understand the *latter* part of the lecture. Both the tiger and the leopard are cats ; the former animal is much larger than the *latter*. The *last* chapter of the book is full of mistakes. Ours is the *last* house in the street. He is the *last* boy in the class.

Nearest, next—*Nearest* refers to *distance* : e. g. Bombay is the seaport *nearest* to Europe. The police took the thief to the *nearest* police station. The *nearest* railway station is two miles from here.

Next refers to *order or position* ; e. g. Ram's house is *next* to ours. Our shop is *next* to the post office. I shall go to Narayanganj by the *next* train. The teacher then asked the *next* boy to say his lessons.

Farther, Further—*Farther* (comparative of *far*) means more distant : e. g. Delhi is *farther* from Calcutta than Benares. I shall not go any *farther*.

Further (comparative of *forth*) means additional : e. g. You won't get *further* help from me. I shall begin the work without *further* delay. After this he made no *further* remarks.

First, Foremost—*First* means prior to all others in time, or order : e. g. Ram is the *first* boy in our class. I shall go back to Dacca by the *first* train. He has stood *first* in the examination.

Foremost—means most notable, best : e. g. Vidya-sagar was the *foremost* man of his time. Mahatma Gandhi is the *foremost* man in the country.

Less, lesser—*Lesser* is always used as an *adjective* :
e. g. Choose the *lesser* evil of the two.

Less is used as a *noun*, an *adjective*, and an *adverb* ;
e. g. I won't accept *less* than Rs. 500. His income is
less than his brother's. History is *less* difficult than
Geography.

Outer, utter—*Outer* denotes *position* : e. g. The sol-
diers ran to defend the *outer* wall.

Utter denotes *degree* : e. g. He is an *utter* fool.

Former, first—*Former* is used in respect of *two*
persons. If one of *three* or *more* *persons* is meant, *first*,
not *former*, should be used : e. g. Ram and Shyam are
two brothers : the *former* is dull and the *latter* is intelli-
gent. He could answer only the *first* and the last ques-
tions out of six.

Interchange of the Degrees of Comparison

The Degree of Comparison of an adjective in a sen-
tence can be changed without changing the meaning of
the sentence.

Superlative : Iron is the *most useful* of all metals.

Comparative : Iron is *more useful* than all other metals.

Sup. : Shakespeare is the *best* English poet.

Com. : Shakespeare is *better* than any other English
poet.

Pos. : No other English poet is *as good* as Shakes-
peare.

Com. : Dacca is *cooler* than Calcutta.

Pos. : Calcutta is not *so cool* as Dacca.

Sup. : Samudra Gupta was one of the *greatest* of
Indian Kings.

Com. : Samudra Gupta was *greater* than most other
Indian Kings.

Pos. : Very few Indian Kings were *so great* as
Samudra Gupta.

Pos. : He is *as industrious* as Ram.

Com. : Ram is not *more industrious* than he is.

Pos. : Some beans are at least *as nutritious* as meat.

Com. : Some beans are not *less nutritious* than meat.

or

Meat is not more *nutritious* than some beans.

Sup. : Meat is not the *most nutritious* of all beans.

Important Exercise 4.

1. Rewrite the following sentences without altering the sense, using *Comparatives for Superlatives*.

(1) Calcutta is the *largest* town in India. (2) The mango is the *best* fruit in Bengal. (3) Bombay is one of the *largest* towns in India. (4) This is the *biggest* diamond that I have ever seen. (5) The Ganges is the longest of all rivers in India. (6) She is the handsomest woman in the village. (7) Akbar was one of the greatest of kings.

2. Change the degree of Comparison without changing the meaning :

He is as good as his brother. Benares is one of the holiest places in India. Some generals are at least as bold as he. They are not less industrious than your brother. Few countries are as civilized as India. Very few places are as beautiful as Kashmir. He is not so honest as Ram. In India no other river is as long as the Ganges. The air plane flies faster than birds. There is nothing so sweet as sugar. Today has been as rainy as ever I remember.

3. Correct the following :—

(a) You should not say you are more noble than him. He says they are poorer than us. Ram is elder than his brother by two years and half. I feel better here than Calcutta. He got higher marks in English than Sanskrit, I rely more on Ram than him. We expect more help from Ram than Jadu. He devoted more attention to English than Mathematics. What is the next station from your home? He stood nearest to his friend.

(b) He is stronger than any man living in the village. Solomon was wiser than all men. The population of Calcutta is greater than any town in India. Of two evils choose the least. Who is stronger of the two boys. Of Calcutta and Bombay, later is wealthier.

Of the two I think him to be best. Of all other men he is the strongest. I saw no less than twenty beggars standing at the gate.

(c) Few people attended the meeting, and they were disappointed. The climate of Kurseong is as good as Shillong. The *Voice of India* has the largest circulation of any evening paper. Tagore has the most charming personality of any poet living in India. Yours is the most extreme policy. Mahatma Gandhi is a most unique personality in the world. The teaching in the Indian universities is as good as the American universities. He is much cleverest boy of the two. He is none than my brother.

(d) This boy like every boy is no exception to the general rule. She is one of the best and beautiful girls in the village. Who of the two men do you think are likely to prove most serviceable. They are a bad pair, but she is worst of the two. Of all men he is learned and wise. I prefer to read than write. He is nobler than wise. He is as good if not better than her. I can run as fast if not faster than him. To walk is more preferable than to ride. There is nothing so dangerous than fast driving.

THE ARTICLE

The adjectives *a* (or *an*) and *the* are called *Articles*.

Articles are of two kinds : The *Definite Article*, and the *Indefinite Article*.

'*The*' is called the *Definite Article*, because it points out some *particular person or thing* : I saw *the* man. Here '*the*' points out some *particular man*.

'*A*' (or *an*) is called the *Indefinite Article* : a boy ; an owl.

N. B. A boy means *any* boy, but the boy means a *particular* boy.

'*The*' is used before both *singular and plural* nouns.

The articles are not a distinct part of speech, but merely adjectives. *A* or *An* is an abbreviated form of the adjective '*one*' : while *the* is an abbreviated form of *this, these, that, those*.

Uses of A and An

(a) 'A' is used—

- (i) Before a word beginning with a consonant :
a man, a boy.
- (ii) Before any word beginning with the vowel 'u' sounded like 'u' (you) ; as—*a unit, a useful animal, a European, a usurper, a university, a ewe.*
- (iii) Before the word *one*, since it is pronounced as 'wan', the first sound 'w' being a consonant :
e. g. Such a *one* : a *one-eyed man*, a *one-sided statement*.
- (iv) Before any word beginning with a consonant sound : as a B. A. ; a B.Sc. ; a D. L.

(b) "An" is used—

- (i) Before a word beginning with a vowel : as—
an ox, an umbrella.
- (ii) Before a word beginning with a silent 'h' : e. g.
an hour, an heir, an honest man.
- (iii) Before a word beginning with 'h' sounded when the accent falls on the second syllable : e. g.
an heroic deed ; an historical event.
- (iv) Before a letter beginning with a vowel sound :
e. g. *an M. A. ; an M. B. ; an M. P. ; an X'mas present.*
- (v) When an adjective follows *how, so, as, too*, 'a' or 'an' is used before it : e. g. *How good a boy ; so good a man ; as good a player ; so white an ox.*

Uses of the Definite Article "The"

'The' is used—

(1) To indicate a particular person or thing or one already mentioned ; e. g. Give *the* blind man a piece of cloth. I found *the* book that I had lost.

(2) Before a singular noun denoting a *whole class or species* : e. g. *The dog is a domestic animal. The rose is the sweetest of all flowers. The tiger is a beast of prey. The lion is the king of beasts.*

(3) To denote the names of things *unique of their kind* : e. g. *The sun, the moon, the earth. We cannot see the air. Shajehan built the Taj Mahal. The king of Portugal had as precious a gem as the Kohinoor.*

(4) With *parts of the body of a person* mentioned before, instead of some possessive adjective ; e. g. *He struck me on the (my) head. A dog has bitten my brother on the (his) leg. Do not pull the cat by the (its) tail. He seized me by the (my) neck. Ram pulled him by the (his) ear.*

(5) Before words denoting *points of the compass* : e. g. *The sun rises in the east. The sun sets in the west. The man ran towards the north. The tree is on the right. Turn to the left.*

(6) Before a common noun to denote some *abstract idea* ; e. g. *He felt the patriot (patriotic feeling) within his breast. I feel the father (fatherly feeling) rise in my heart.*

(7) Before words denoting *number in the sense of by so many as a unit* : e. g. *This man is not selling mangoes by the hundred, but by the thousand. He does not sell eggs by the dozen, but by the score.*

Note—‘The’ is never used with the plural forms of such nouns. It is incorrect to say—‘by the hundreds’, ‘by the thousands’, ‘by the dozens’ etc.

(8) Before proper nouns to denote the *names of rivers, seas, oceans, gulfs, bays, lakes, states, groups of islands, mountain ranges* ; e. g. *Dacca is on the Buriganga. The Ganges falls into the Bay of Bengal. Where is the Black Sea? Africa is to the east of the Atlantic Ocean. The Philippines are in the Pacific Ocean, The Himalayas lie on the north of India.*

Note—(i) When only *one mountain* is meant, ‘the’ is never used ; e. g. *Mount Everest, Mount Vesuvius.*

(ii) ‘In’ denotes ‘inside’ ; as, *Bombay is a city in India. ‘On’ denotes at or near the boundary ; as, the*

Himalayas are on the north of India. 'To' denotes *outside the boundary* ; as, Tibet is *to* the north of India.

(9) Before the names of countries having a descriptive meaning ; e. g. Amritsar is a city in *the Punjab*. They proceeded towards *the Carnatic*. The Central Provinces, *the Deccan*, the United States.

(10) Before proper nouns in the *plural* to denote the name of a nation, a party or a sect ; e. g. The French are a mighty nation. The English defeated the Germans in the last Great War. The Indians are a peace-loving nation. The Boses of this village are very rich. The Tories ; the Brahmins.

(11) Before names of ships and public buildings e. g. Nobody thought that the *Titanic* (ship) could ever sink. *The Afghan* (ship), *the Vulture* (ship), *the Town Hall*, *the Senate House*.

(12) Before names of famous sacred books e. g. ; *The Ramayana* and *the Mahabharata* are the two great epics of ancient India. The *Vedas* are the greatest of all religious books of the Hindus. The Bible contains many beautiful parables. Devout Mahomedans read the *Koran* every day ; *the Deserted Village*.

N. B.. If the title of a book is the name of a person, no article is used : e. g. *Robinson Crusoe* ; *Julius Caesar*.

(13) Before Proper nouns denoting days of the week when used in the general sense ; e. g. He comes home on the *Saturday* (i. e. every Saturday).

(14) Before a Proper noun qualified by an adjective or adjective phrase : e. g. *The famous Ram Mohon Roy*, was the founder of the Brahmo Samaj. *The noble-minded David Hare* was born in Scotland in 1775. *The India of today* widely differs from the India of 30 years ago. *The Calcutta of today* is the most prosperous city in India.

(15) An article (Definite or Indefinite) is used before an abstract noun qualified by an adjective or an adjective phrase or clause : e. g. He has recovered from a serious illness. The doctor has a large practice. Men speak of the kindness of Vidyasagar even now. Few

people think of the shortness of life. He showed a courage worthy of a hero. He showed the courage of a hero. I cannot forget the kindness with which he treated me.

(16) 'The' is used before an *adjective* to denote a class ; e. g. We should not despise the poor. The virtuous alone are happy.

(17) Before *adjectives* in the comparative degree to denote selection out of two ; e. g. Of the two boys Jadu is the cleverer. Which is the sweeter of the two fruits.

(18) Before *adjectives* to denote some abstract idea ; e. g. Trust in God and do the right. God alone knows the past, the present, and the future.

(19) Before *adjectives* in the comparative degree in such expressions as—The more you will read, the more you will learn. The more he gets, the more he wants. The harder you work, the greater is the chance of your success. That makes it all the worse. I am none the better. He is none the worse for it. (In such examples 'the' is called the Instrumental 'the' and used as an *adverb*.)

(20) Before an *adjective* to denote some particular part of a thing ; e. g. the yellow of an egg ; the white of an eye.

(21) 'The' is used in certain phrases :—The demand is on the increase. He has gone to the dogs. Ram hastened to the rescue of the drowning boy. He is in the wrong. You are in the right.

OMISSION OF THE ARTICLE

The Article is omitted—

(1) Before a common noun in its general sense : e. g. Man alone uses fire. Woman is man's mate. This is a kind of flower. This is a species of dog. The whale is a kind of aquatic animal.

(2) Before names of materials : e. g. Water allays thirst. Gold is a precious metal.

(3) Before an Abstract noun : e. g. Health is wealth.

(4) Before a *Proper noun* : e. g. *Newton* was a great scientist.

(5) Before *Proper names* such as *Calcutta University*, *Bombay University*, *Harrison Road*, *Cornwallis Street*, or the like. *Hari* is a student of *Dacca University*. He lives in a house in *Harrison Road*.

(6) Before the *proper name* of a person when a title is prefixed to it : e. g. 'King George', 'Queen Mary'.

Note. But the definite Article is used before such titles as 'the Princess Mary,' 'the Emperor Akbar'.

(7) Before *common nouns* denoting an office, rank or title when they are used in apposition : e. g. *Victoria, Empress of India*, was very kind-hearted. *Mr. Hartog, Vice Chancellor of Dacca University*, is on leave. *Ramesh Babu, President of the club*, is absent today. *Jadu Babu Headmaster of this school*, is popular with the boys.

N. B.—But in the sentence '*Ramchandra married Seeta, the daughter of Janaka*' the definite Article is used, because the word 'daughter' does not denote an office, rank, or title. *Joseph, the carpenter*, was the husband of the Virgin Mary. Here also the Definite Article is used because the word 'carpenter' does not denote an office, rank or title.

(8) Also, before nouns denoting titles coming after the verb to be, make, appoint, elect, promote, etc. ; e. g. *Sir Ashutosh Mukherjee was Vice-Chancellor of Calcutta University (not, the Calcutta University)*. *Kamakhya Babu is secretary of our school*. *Wilson was made President by the Americans*. *Banamali Babu has been appointed Headmaster of our school*. *Hari Babu was elected Chairman of the meeting*. He was promoted, *Captain*.

(9) Before the noun *Puss* which is treated as *quasi-proper noun* : e. g. Give *Puss* some milk.

(10) No article is used before a pair of words joined by 'and' and 'after', e. g. *father and mother* ; *brother and sister* ; *man and woman* ; *high and low*, *rich and poor* (not, the rich and the poor).

(11) Before the word *Almighty* when it qualifies God ; e. g. *Almighty God* alone can destroy the world.

Note. But when the word 'Almighty' qualifies any other word than God, it takes an article : e. g. *The almighty dollar.*

(12) 'The' is not used before the word 'last' qualifying a noun denoting *time* : e. g. *He came home last month. We had had weather last week.* But when a numeral adjective follows the word 'last', the Definite Article is used before it : e. g. *The last two days of last week were rainy.*

(13) Before a word defined by the phrase '*as he is*' or '*was*' : e. g. *Truthful and sensible boy as he is, everybody loves him. True patriot as Chittaranjan Das was he could sacrifice his all for the welfare of the country.*

(14) 'The' is not used before *superlatives* in apposition, followed by '*of*' : e. g. *you should seek the advice of Jadu Babu, wisest of us all.*

Study carefully the use and omission of articles in the following sentences

He attends church on Sundays.

He sent word (not a word) to me.

This is good news (not, a good news).

He has gone to market.

He did not go to college yesterday.

Ram is brother (not, a brother) to Shyam.

The cat is enemy (not an enemy) to the mouse.

His nephew is heir to the property.

I live in town but my family lives in the country.

The wounded man was sent to hospital.

The poet Rabindranath won Nobel prize.

He did me a great kindness.

His uncle gave him an education.

Cloth is sold by the yard.

I will provide you with bedding (not, a bedding).

He is a graduate of Calcutta University (not the Calcutta University).

Repetition of the Article

(1) When two adjectives qualify different nouns expressed or understood, the Article is used before each adjective : e. g. *An English and a Bengali book, two*

books, one English, and the other Bengali. A black and a white cow means two cows, one *black* and the other *white*.

(2) But when two or more adjectives *qualify the same noun*, the article is put before the *first adjective only* : e. g. An English and Bengali book—a book which has both *English* and *Bengali* lessons. 'A black and white cow' means *a cow* that is *partly white* and *partly black*.

(3) When two nouns joined by 'and' denote *different individuals*, an article should be used *before each* : e. g. The Magistrate and the Collector—two persons, one of whom is *the Magistrate*, and the other *the Collector*. The Secretary and the treasurer are absent—This sentence indicates that the two posts are held by *two different persons*.

(4) But when two nouns joined by 'and' denote the *same individual*, the article should be put before the *first noun only*. The Magistrate and Collector—a person who is both *Magistrate and Collector*.

The Secretary and Treasurer is absent—This sentence indicates that the posts of Secretary and Treasurer are held by *one person*.

(5) In expressing a comparison, when two nouns are names for the same person or thing, the article is used before the *first noun only* : e. g. He is a better orator than statesman. He is a better writer than speaker. He would make a better lawyer than statesman.

Important Exercise

1. Complete the following sentences by filling in a or an or the as the case may be.

(a) —Ganges is—sacred river. —lion is—king of beasts. —cow is—useful animal. I saw a European at the bungalow. —people of Assam are eager to have—University of their own, There goes—one-legged man. It is—used stamp. This is—ewe. He is—honourable man. He is—honest man. It is not easy to become—F. R. S. He is—M.A. and his brother is—B.A. Where did you buy—umbrella? He looks as stupid as—owl.

He shot—arrow at—flying bird. We started late in—afternoon. —pen is mightier than—sword. He was killed in—attempt to save—life of—favourite dog. I got—mosquito bite on—left ankle. —little clothing he has is dirty.

(c) English is—language of—people of England. —news of his death came like—bolt from—blue. —Deccan was once—seat of—ancient civilization. He comes home on—Saturday. Eggs are sold by—score. Mangoes are sold by—hundred. He has not—courage to face you. —Sahara is—vast sandy desert. I am under—obligation to him. How far is it, from—Bay of Bengal to—Arabian Sea? He was—first to reach—station.

2. Insert the correct articles in the following passages :—

(a) He likes profession of lawyer better than that of doctor. He is too careful man to speculate. However eminent physician he may be he cannot perform miracles. I have never tasted so fine tea as this. A blue and green dress are needed by me. I lost half crown in the train. The chocolates cost half crown. He teaches geography in the fifth and sixth class. The third and fourth chapter of this book are very interesting. First class was dissolved in fourth period.

(b) Whole of Bengal was in grip of terrible famine last year. Half loaf is better than no bread. Half house has been let out to Government officer. He always keeps mild and pleasing temper. I shall pay you double amount. This is too small house for so big family. He has read Vedas, Bible and Koran. Both the secretary and accountant have been dismissed.

3. Correct the following :—

(a) Woman devoted to her husband is light of the house. He died in charitable hospital. Whole village has been devastated by flood. Hockey match will be played between first and second class. Atlantic separates the Old and New World. There has been many dispute as to which is greater river—Nile or Ganges. He is Akbar and Napoleon in one. Illiad and Mahabharata have many points of resemblance. Patience is virtue. He died of broken heart.

(b) He showed courage worthy of hero. Discern how hero differs from brute. You are a man to do it. He is a poet of his age. This is just thing. He is not above asking favour. I shall pay you double amount. There are great many mistakes in his composition. This is too small house for so big family. The young and the old were present at the meeting. This is the most heinous act. The day of devotion should be the day of rest. Where there is life there is hope. Scheme failed for want of support. Andamans are group of islands in Bay of Bengal. May we have pleasure of your company?

VERBS

A Verb is a word used for stating something about the person or thing named.

I love him. He goes there.

There are two main classes of verbs :

Principal and Auxiliary

A **Principal verb** is one which expresses a full meaning of its own and is therefore used independently.

The girl sings. They work hard.

An **Auxiliary verb** is one which helps to form the tense, voice or mood of another verb (i. e. a Principal verb) and *discards its own meaning as a Principal verb*.

He has finished the work.

Here 'has' loses its own meaning—'possession', that is 'has' is not used in the sense of 'possession' which is its real meaning. It (has) helps the Principal verb 'finish' to form a Present Perfect tense.

We eat that we may live.

Here 'may' loses its own meaning—'permission', that is, may is not used in its proper sense of 'permission'. It (may) helps to form a subjunctive.

The verbs which can be used as auxiliary are :—

be (am, is, are, was, were), have (has, had), do, did, may, will, shall.

Again, these auxiliary verbs are also used independently i. e., as Principal verbs.

Auxiliary Verbs becoming Principal Verbs

Auxiliary verb

Principal verb

I *am* reading a book.

I *am* very busy.

He *has* done the sum.

He *has* no money.

He *does* not go there.

He *does* his duty.

I *did* not help the man.

I *did* good to him.

I pray that God *may* give
you a long life.

You *may* go home.

Ram *will* play today.

I *will* help you.

We *shall* go tomorrow.

You *shall* not go there.

Principal verbs are again subdivided into two classes :
Transitive and Intransitive.

A Transitive Verb is a verb the action of which passes over from the doer or *subject* to some other person or thing called the *object* : I see a bird.

An Intransitive Verb is a verb the action of which does not pass over to some other person or thing which is called the *object* : He is sleeping.

The person or thing to which the action of a Transitive Verb passes from the subject is called an *Object* of that verb.

Some Transitive verbs have two objects, one denoting a *thing*, and the other a *person*.

The thing named is called the *Direct Object*.

The person or other animal named is called the *Indirect Object*.

'Give him (Indirect) some rice (Direct).'

The Indirect Object always stands first. It is placed after the *direct*, if it is preceded by the preposition *to* or *for* :—

Give the book *to him*. Bring a glass of water *for me*.

Factitive Verb : Complement

The Transitive verb which takes only one object, but still requires an additional word or words to complete the Predicate is called a Factitive Verb.

Such additional word or words as complete the Predicate, i. e., make the sense complete are called the **Complement**.

This Complement is called an **Objective Complement**, because it relates to the object, i. e. completes the object.

Definition.

The word or words that follow the object coming after a factitive verb to make the sense complete, is called an **Objective Complement**.

They made him king. He set the house in order. The judge ordered him to be hanged. Here 'made' 'set' and 'ordered' are Factitive Verbs, and 'king', 'in order' and 'to be hanged' are Objective Complements.

There are at least eight forms of Objective Complement.

	Subject	Factitive verb	Object	Objective Complement
Noun	We	elected	him	president.
Possessive	She	made	his quarrel	her own.
Adjective	We	set	him	free.
Participle	I	saw	the child	crying.
Preposition with its object	} They	filled	the pipe	with water.
Adverb		We found	him	asleep.
Infinitive	I	like	the rogue	to be punished.
Clause	We	have made	him	what he is now.

Verbs of Complete Predication.

An *Intransitive verb* which gives full meaning by itself and does not require any other word or words to complete the sense is called a **Verb of Complete Predication**.

Bees sing. Birds fly. Dogs bark. All animals sleep.

Here sing, fly, bark, sleep are all Intransitive verbs, and each of them makes complete sense by itself.

Verbs of Incomplete Predication

1. *Intransitive verbs of Incomplete Predication.*

An Intransitive verb, which does not make complete sense by itself, but requires some other word or words (i. e. a Complement) to make the Predication complete, that is to say, to make the sense complete, is called an **Intransitive Verb of Incomplete Predication**.

He is a thief. They are good. The boy has fallen ill. This book *will prove* of great use.

Here 'is', 'are', 'has fallen', 'will prove' are Intransitive Verbs of Incomplete Predication as they (these Intransitive verbs) do not make complete sense by themselves.

The *Intransitive verbs of Incomplete Predication* are briefly called **Copulative Verbs**, because they couple one idea with another.

Such word or words as come after a *Copulative Verb* (an Intransitive verb of Incomplete Predication) are called the **Complement** which is a **subjective complement**, because it relates to the subject, i. e., it completes the subject.

The **Complement** of Copulative verbs can take the same eight forms as the Complement of Factitive verbs does.

	subject	copulative verb.	subjective complement.
Noun	He	became	secretary.
Possessive	This pen	is	mine, not Ram's.
Adjective	It	turns out	false.
Gerund	The woman	continued	crying and lamenting.
Preposition with } object	The man	proved	of great service.
Infinitive	{ It He	turned out is supposed	to be true. to have drawn this picture.
Adverb	The child	has fallen	asleep.

Clause	{	This	is	what was expected of him.
		The question	is	whether he will accept my offer.

II. Transitive Verbs of Incomplete Predication

(a) A transitive verb (in the Active voice) which takes only one object, but still requires an additional word or words to make the Predication complete (*i. e.*, to complete the sense) is called a **Transitive Verb of Incomplete Predication**.

Such a Transitive Verb of Incomplete Predication is what is called a *Factitive verb*.

They made him their Captain.

If we simply say, "they made him", the transitive verb 'made' with its object 'him' does not complete the Predication, that is to say, does not complete the sense, as they do not mean that *they made him*. What they mean is that they made him *their Captain*. So the additional words '*their Captain*' are needed to make the Predication complete.

Here the verb 'made' is a *Transitive verb of Incomplete Predication* which is called a *Factitive verb*.

Further Examples of Transitive Verbs of Incomplete Predication (or Factitive Verbs)

The judge set the prisoner free. He calls me a fool. I like the thief to be punished. This plot filled us all with terror.

(b) When in a sentence a *Transitive verb in the Passive voice* requires other word or words to follow it before it gives full meaning, it is also called a **Transitive Verb of Incomplete Predication**.

He was made king. The house has been set in order. He was elected president. The prisoner has been ordered to be hanged.

We now see that when a *Factitive verb* is used in the *Passive voice*, the additional word or words (*i. e.* the

Complement) which follow it are also the Subjective Complement. Because the required additional word or words complete the *subject*.

Let us now define the subjective complement
Definition.

The word or words that come *after an Intransitive Verb of Incomplete Predication* (i.e. a *Copulative verb*) or a *Transitive verb in the Passive voice* to make the sense complete are called a **Subjective Complement**.

Further Examples

He is ill. The man seems *tired.* The dog went *mad.*
It will prove *of no use.* Hari Babu is supposed to have *drawn these pictures.* The results are *what we expected.*

Each of the italicised words is a *Subjective complement*.

Recapitulation.

The Complement of a *Factitive verb in the Active voice* relates to the subject and is therefore called an **Objective Complement**.

They found the man *asleep.*

The Complement of a *Factitive verb in the Passive voice* refers to the subject and is therefore called a **Subjective Complement**.

The man was found *asleep.* The complement of a copulative verb (an *Intransitive verb of Incomplete Predication*) also relates to the subject and is therefore called a **Subjective Complement**.

He is *a fool.* He is growing *strong.*

Cognate Object

Some *Intransitive verbs* take a noun for their object having a meaning similar to that (the meaning) of the verb, and this object is called a **Cognate Object**.

'Cognate' means *similar, kindred.* Last night I slept a sound *sleep.*

Here '*sleep*' is a **Cognate object** as its meaning is similar to the meaning of the verb '*sleep*'.

Cognate Object may be of five different forms :—

(a) *Cognate noun formed directly from the verb :*

He sighed a deep sigh. He laughed a hearty laugh.
He prayed an earnest prayer. He lived a happy life.

(b) *Cognate noun is similar in meaning, but not in form :*

They fought a hard battle. It blows a heavy gale.
The bells rang a merry peal. He went a long way.

(c) *A noun describing a cognate noun understood :*

He ran a great risk (a course of risk).
He played the fool (the part of a fool).
He fought his way (= he made his way by fighting).
He looked daggers at me (= he looked me a look of daggers). He stole a look (= he stealthily looked a look).

(d) *An adjective qualifying the Cognate noun understood :*

He breathed his last (breath). He did his best (doing).
He shouted his loudest (shout). He ran his fastest (run or pace). The girl sang her sweetest (song).

(e) *A cognate noun expressed by 'it'.*

Fight it (the fight) out to the end. He wants to lord it over his fellow brothers.

An Intransitive verb made Transitive to indicate that something is caused or an action has been caused to take place is called a Causative Verb.

Intransitive—I rise early in the morning.

Causative—Raise your hands.

Intransitive Verbs used in Causal sense

(a) *Intransitive verbs used in a Causal sense become Transitive.*

Intransitive

Causal

The egg boils.

He boils the egg.

A thorn has run into my hand.

I have run a thorn into my hand.

A kite is flying into the air.

A boy is flying a kite.

The bell is ringing.

He is ringing the bell.

Potatoes grow in this field.

He grows potatoes in this field.

- (b) Transitive or Causative verbs are sometimes formed from Intransitive verbs by a 'change of the root vowel'.

*Intransitive**Transitive or Causal.*

The dog is lying on the straw. Lay the patient on the sofa.
 The tree is about to fall. Woodmen fell trees with their axes.
 Please sit here. He has set the house in order.

The enemy quailed. He quelled the enemy.

The verbs 'have' 'get' and 'make' are often prefixed to other verbs to serve the purpose of *causatives*.

Causatives

Study these sentences carefully—

I shall make him go there. He will be made to come here. The Postmaster gets letters delivered by the post man. Have (or get) the work done. I shall have my hair cut. He has had (or got) a house built. I have had the letter written. We had a bed made for him. I am going to have (or get) my watch repaired. Have your hair cut short. I have had the document signed by him. My father got me admitted to class VIII of the Mitra Institution.

Reflexive Verbs

Reflexive verbs are those Transitive verbs of which the subject and the object are the same. These verbs take Reflexive pronouns in the objective case.

He has hurt himself. The dog has stretched himself. He has killed himself with a sword.

- A Reflexive Pronoun should not be put after a Transitive verb used intransitively.

The following sentences are correct as they stand.

He keeps (not keeps himself) away from school. They made (not, made themselves) merry. He proved (not, proved himself) honest and faithful. They rested under a tree. I kept indoor. The children gathered round him. They enlisted in the army.

But there are some verbs which are always followed by a Reflexive pronoun.

Study the following sentences—

I must *avail myself* of this opportunity. At last he *betook himself* to craft. I have no alternative but to *reconcile myself* to my lot. He has *acquitted himself* creditably in his examination. The boy has *absented himself* from school for two days. She *prides herself* on her beauty.

The Reflexive or Personal Object

In older English some Intransitive verbs took for their object a Personal pronoun which was used in a reflexive sense or reflexively. This object was called Reflexive or Personal Object or Reflexive Dative.

Such examples still occur—

Fare thee well. They sat *them* down. He overate *himself*. He has overslept *himself*.

A Reciprocal Verb is a Transitive verb used to express mutual action and reaction between the subject and the object.

They *help* each other.

Quasi-Passive Verbs are those Transitive verbs that are in Active form but which possess a Passive sense.

This book does not *sell* (is not taken when it is meant to be sold). This stone *feels* rough (is rough when it is felt). Honey *tastes* sweet (is sweet when it is tasted). The book is *printing* (= is being printed). The guns are *firing* (= are being fired). The flower *smells* sweet. The poem *reads* well. The house is *building*.

Impersonal Verbs are those that take 'it' for their subject and a Personal pronoun for their object.

It rains. It does not behove you to do this=You ought not to do this. It shames *me* to hear this=I am ashamed to hear this.

Prepositional or Group Verbs

An Intransitive verb followed by a preposition is regarded as forming a single expression equivalent to a Transitive verb ; it is called a Prepositional or Group Verb.

Such verbs will be real Transitives *provided they can be used in the Passive voice.*

Active voice

I have never come across
such a man.

We have *despaired of* his recovery. His recovery has been
despaired of by us.

They arrived at no decision.

Passive voice

Such a man has never
been come across by me.

His recovery has been
despaired of by us.

No decision has been
arrived at by them.

Note. In "such a man has never been come across by me" across must be parsed as an *adverb*, not as a preposition, since it has no object. It is the same with 'of', 'at' in other two sentences.

Transitive Verbs used intransitively

(a) A Transitive verb may become *intransitive* when it is used in such a way that it requires no object to follow it to give full meaning.

He *writes well*. A blind man cannot see. We *eat to live*. Fire *burns*.

(b) A Transitive verb becomes *Intransitive* when the Reflexive pronoun is left out, i. e. not put after it (Transitive verb) :

The earth *moves (itself)*. *Keep (yourself)* to the left. The men *dashed (themselves)* forward.

(c) When a Transitive verb is used *quasi-passively*, it becomes *Intransitive*.

The bed *feels hard* (is hard when it is felt). Your composition *reads well* (sounds well when it is read).

(d) When an *adverb* is added to a Transitive verb, it becomes *Intransitive* :

He *broke down* in the middle of his speech. The rebels were not easily *brought under*. He *called out* for help.

Intransitive Verbs used Transitively

(a) An Intransitive verb with a preposition added to it becomes Transitive provided it can be used in the *Passive voice* :

Active voice

He *laughs at* the lame man.

I have gone *through* this book

Passive voice

The lame man is
laughed at by him.

This book *has been*
gone *through* by me.

(b) An Intransitive verb may become Transitive when it and its complement together form a verbal expression with a Transitive force :

She *cried* her eyes out. I *spoke* him fair. He has *played* you false. The mother *sang* the child to sleep.

(c) An Intransitive verb becomes Transitive when the preposition *with* or *over* is placed before it :

Water *overflowed* the banks. He *overcame* the difficulties put in his way. The Germans could not *withstand* the attack of the Russians.

(d) An Intransitive verb becomes Transitive when it is used in a causal sense (i. e. as a causative verb) :

The groom *walks* the horse. They *floated* the boat.

(e) When it takes the Reflexive or Personal object :

They *sat* them down. He *overslept* himself.

Transitive Use of Intransitive Verbs

There are some Intransitive verbs which are also used Transitively :

He *speaks* English well. Ram can *talk* English as French. He *talks* nonsense. He *blows* his own trumpet. He has *survived* his children.

THE CONJUGATION OF VERBS

It has been shown that verbs are classified according to function into *Principal* (Transitive or Intransitive) and *Auxiliary*. It will now be shown that verbs are distinguished according to form or Conjugation into

Strong and *Weak* ; in other words, verbs are divided into *Strong* and *Weak* according to the manner in which they form their *Past Tense* and *Past Participle*.

So we have two Conjugations in English—the Conjugation of *Strong Verbs* and the Conjugation of *Weak Verbs*.

Verbs of the strong conjugation or *Strong Verbs* are those which form their *Past Tense* by a change of an inside vowel and not by the addition of *-ed*, *-d*, or *t*, (for example, abide *abode* ; get *got* ; come *came*) and whose *Past Participles* are formed by the addition of *-en*, *-n*, or *-ne* (with or without vowel change).

Present	Past	Past Participle.	
choose	chose	chosen	} with vowel change
fly	flew	flown	
break	broke	broken	
arise	arose	arisen	} without vowel change
eat	ate	eaten	
take	took	taken	

There are some strong verbs which, however, lost the final *-en*, *-n*, or *-ne* of the *Past Participle*.

Present	Past	Participle
abide	abode	abode
come	came	come
dig	dug	dug
sing	sang	sung

Verbs of the *Weak Conjugation* or *Weak Verbs* are those which form their *Past Tense* and *Past Participle* by the addition of *-ed*, *-d*, or *-t* with or without a change of an internal vowel : love *loved loved* ; found *founded founded* ; bring *brought brought* ; catch *caught caught*.

Some of the *Weak Verbs* shorten the vowel of the *Present* in forming the *Past Tense* and *Past Participle* :

meet met met ; *feed fed fed* ; *sleep slept slept*.

Some *Weak Verbs* have the same form for *Present Tense*, *Past Tense* and *Past Participle* : *cost cost cost* ; *set set set* ; *shut shut shut*.

Others change a final—d of the Present into—t in the Past Tense and Past Participle : *bend bent bent : build built built : send sent sent.*

List of Strong and Weak Verbs
with their Past and Past Participle Forms.

Present	Past	Past Participle
Abide (dwell)	abode	abode
Arise (rise, originate)	arose	arisen
Awake	awoke	awoke, awaked
Bear (to carry)	bore	borne (carried)
Bear (to give birth to)		born (given birth to)
Forbear	Forbore	Forborne
Become	became	become
Beget	begot	begotten
Begin	began	begun
Behold (to see)	beheld	beheld, beholden (under obligation to)
Bend	bent	bent, bended
Bereave	bereft, bereaved	bereft, bereaved
Beseech	besought	besought
Bid	bade, bid	bidden, bid
Forbid	forbade	forbidden
Bind	bound	bound, bounden
Bite	bit	bitten, bit
Bleed	bled	bled
Blow	blew	blown
Break	broke	broken
Breed	bred	bred
Bring	brought	brought
Build	built	built
Burn	burnt, burned	burnt, burned
Catch	caught	caught
Chide	chid	chidden, chid
Choose	chose	chosen
Cleave (to stick)	cleft, clove	cleft, cloven
Cleave (to split)		
Cling	clung	clung
Cloth	clothed, clad	clothed, clad
Crow	crew, crowed	crowed
Dare (to venture)	dared	dared
Dare (to challenge)		

Present	Past	Past Participle
Deal	dealt	dealt
Dig	dug	dug
Die	died	died
Draw	drew	drawn
Dream	dreamt	dreamt
Drink	drank	drunk, <i>drunken</i>
Drive	drove	driven
Dwell	dwelt	dwelt
Dye	dyed	dyed
Fall	fell	fallen
Fell (to cause to fall)	felled	felled
Feed	fed	fed
Fight	fought	fought
Find	found	found
Flee	fled	fled
Fling	flung	flung
Flow	flowed	flowed
Fly	flew	flown
Forget	forgot	forgotten
Forgive	forgave	forgiven
Forsake	forsook	forsaken
Freeze	froze	frozen
Get	got	got, gotten
Grind	ground	ground
Grow	grew	grown
{ Hang (to suspend)	hung	hung
{ Hang (to put to death	hanged	hanged
{ by suspending		
{ by the neck)		
Have	had	had
Hear	heard	heard
Hide	hid	hid, <i>hidden</i>
Hold	held	held
Hurt	hurt	hurt
Know	knew	known
Lay (to put)	laid	laid
Lie (to rest in a	lay	lain
reclining posture)		
Lie (to speak falsely)	lied	lied
Lead	led	led
Learn	learnt	learnt
Leave	left	left

Present	Past	Past Participle
Lend	lent	lent
Let	let	let
Light	lit, lighted	lit, lighted
Lose	lost	lost
Make	made	made
Mean	meant	meant
Meet	met	met
Melt	melted	melted, <i>molten</i>
Mow	mowed	mowed, <i>mown</i>
Pass	passed	passed, <i>past</i>
Put	put	put
Read	read	read
Rid	rid	rid
Ride	rode	ridden
Ring	rang, rung	rung
Rise	rose	risen
Rot	rotted	rotted, <i>rotten</i>
Seek	sought	sought
Sell	sold	sold
Saw	sawed	sawn, sawed
Send	sent	sent
Set	set	set
Sew	sewed	sewed, sewn
Shake	shook	shaken
Shave	shaved	shaved, shaven
Shear	sheared, shore	sheared, <i>shorn</i>
Shed	shed	shed
Shine	shone	shone
Shoot	shot	shot
Shrink	shrank shrunk	shrunk <i>shrunk</i>
Shut	shut	shut
Sing	sang sung	sung
Sink	sank	sunk, <i>sunken</i>
Sit	sat	sat
Slay	slew	slain
Sleep	slept	slept
Slide	slid	slid
Sling	slung	slung
Smell	smelt	smelt
Smite	smote	smitten
Sow	sowed	sown, sowed
Speak	spoke	spoken

Present	Past.	Past Participle
Speed	sped	sped
Spend	spent	spent
Spin	span, spun	spun
Spit	spat	spat
Spread	spread	spread
Spring	sprang	sprung
Stand	stood	stood
Stay	stayed	stayed
Steal	stole	stolen
Stick	stuck	stuck
Stride	strode	stridden
Strike	struck	struck, stricken
String	strung	strung
Strive	strove	striven
Sweep	swept	swept
Swear	swore	sworn
Swell	swelled	swelled, swollen
Swim	swam	swum
Take	took	taken
Teach	taught	taught
Tear	tore	torn
Think	thought	thought
Thrive	throve	thriven
Throw	threw	thrown
Thrust	thrust	thrust
Tread	trod	trodden, trod
Understand	understood	understood
Wake (<i>trans.</i>)	waked	waked
Wake (<i>intrans.</i>)	woke	woke
Wear	wore	worn
Weave	wove	woven
Wed	wedded, wed	wedded, wed
Win	won	won
Wind (e. g. to wind up as a clock)	wound	wound
Wind (e. g. to wind a horn)	winded	winded
Withhold	withheld	withheld
Work	worked, wrought	worked, wrought
Wring	wrung	wrung
Write	wrote, writ	written, writ

Distinction Between the Double Forms of Conjugation

Awaked (generally used *transitively*)—I had slept for five hours when he *awaked* me.

Awoke (generally used *intransitively*)—He *awoke* at 4 A.M.

Bereaved—We offer our condolences to the *bereaved* family.

Bereft—He is *bereft* of common sense. The man is *bereft* of all hope.

Born—The noble-minded David Hare was *born* in Scotland.

Borne—The wounded man was *borne* to hospital.

Bound—One is *bound* to keep one's word. He was *bound* hand and foot.

Bounden—It is our *bounden* duty to obey our parents.

Drunk—The man has drunk liquor.

Drunken—The girl is often ill-treated by her *drunken* husband.

Got—He *got* the prize.

Gotten—All his *ill-gotten* money has been spent. The burglar had to give up his *ill-gotten* gains.

Cleft—His skull was *cleft* in two. The child is born with a *cleft* palate.

Cloven—A cow has *cloven* hoops.

Beheld—When we arrived there we *beheld* a wonderful sight.

Beholden—I am greatly *beholden* (under obligation) to you for the services you have rendered to me.

Graven (carved)—Heathens worship *graven* images.

Engraved—This kind act of yours will remain *engraved* on my memory.

Hewn—is used both attributively and predicatively. There are some *hewn* logs in the shed. Instead of coal they use *hewn* logs for their fires.

Hewed—is used predicatively. This piece of plank is to be *hewed* or *hewn*.

Hid—He *hid* himself in a corner.

Hidden—There is a *hidden* meaning in it. "A vessel had set out to discover *hidden* treasure in Peru."

Hung (suspended)—The picture was *hung* on the wall.

Hanged (killed by hanging)—He was *hanged* for the murder he had committed.

Laid (Past tense and Past participle of the verb 'lay')—
He *laid* himself at the foot of a tree. The hen has *laid* five eggs.

Lain (Past participle of a verb 'lie')—He has long *lain* in bed. I have long *lain* under suspicion.

Melted—This is *melted* butter. Iron can be *melted*.

Molten—*Molten* lead is used for many purposes. The image was made of *molten* gold.

Rotted—The apple has *rotted*. The plank has *rotted* in water.

Rotten—These are *rotten* apples. A *rotten* fish should not be eaten by anyone.

Sheared—The sheep is to be *sheared* (rid of wool) tomorrow.

Shorn—In winter trees are *shorn* of their leaves. He looks like a *shorn* lamb.

Seethed—The crowd have *seethed* with excitement. Madness has *seethed* in his brain.

Sodden—"The ground was so *sodden* that the game had to be abandoned." The bread is *sodden*.

Mowed—The grass in this place has been *mowed*.

Mown—*Mown* grass is made into hay.

Struck—The Clock has *struck* ten. The deer was *struck* with an arrow.

Stricken—The panic-*stricken* people left Calcutta by thousands.

Shrunk—Being a woollen garment, it has *shrunk* in hot water.

Shrunk—We could see that he was starving by his *shrunk* cheeks.

Sunk—The ship has *sunk*. His voice has *sunk*. The sun has *sunk*.

Sunken—The mast of the *sunken* ship is still seen.

Worked—He has *worked* the sam.

Wrought—Recent floods have wrought havoc in many districts of Bengal. The gates of the palace are made of *wrought* iron.

Study also the following uses—

A burnt (not, *burned*) child dreads the fire. This poor man's house has been *burnt* or *burned* to ashes. He asked for help on bended knees. This man is bent down with age. Give him a lighted lamp. The lamp has been *lighted* or *lit*. His past years were happy ones. He passed the days happily. We left the beaten track in order to wander in the woods. Mutton has been *roasted*. Roast (roasted) mutton may be obtained at this restaurant daily. Now a days many people are famine-stricken and malaria-stricken. *He was thunder-struck*.

THE USE OF THE TENSES

You know that a verb denotes an action, but an action takes place with reference to time which may be either *present* or *past* or *future*. In accordance with the time of action a verb undergoes a change in form, and this change in form is called Tense.

As there are three divisions of time—*Present*, *Past* and *Future*, so there are three principal Tenses :

(1) The *Present Tense* denotes an action that is happening at the present moment : I *see* a bird on this tree.

(2) The *Past Tense* indicates an action that took place in the past : I *saw* a bird on this tree.

(3) The *Future Tense* represents an action which is yet to come, i. e. which will happen in the future : He *will* soon *be* here.

Each of these principal tenses is again subdivided into *four forms* :

Indefinite, *Continuous*, *Perfect*, and *Perfect Continuous Tense*.

The *Present Indefinite Tense* is used—

(a) to express a *habit* or a *custom* : I *rise* at 5 o'clock in the morning. Hindus *burn* their dead.

(b) to express a *general truth* : The sun rises in the east. Time and tide wait for no man.

(c) Instead of the Past Tense, to express vividness in narration (This is called **Historic Present**) : "He *takes* his revolver from the holster, *levels* it at his captive and *shoots*." Sohrab now rushes forward and *deals* a heavy blow to Rustam.

(d) to express a *future action* :

He *leaves* for Delhi tomorrow. The school *closes* on the 20th of September. His daughter's marriage ceremony *comes off* the day after tomorrow.

(e) to denote an *action going on at the present time* : There *goes* the blind man. Here *comes* the mad dog.

(f) *Instead of the Future Tense* in subordinate clauses beginning with *when, until* etc. : I shall start *when* the weather *clears* (= will clear). These evils will not cease *until* the Government *takes* (= will take) drastic measures.

(g) In a relative clause *instead of the Future Tense* : "I will pardon every rebel who *swears* to obey me."

(h) To *introduce quotations* :
Govind says, "I am wrong".

The Present Continuous Tense is used—

(a) to express an *action that is taking place at the time of speaking* : Look ! he *is swimming*. They *are now reading*.

(b) to indicate an *action that will take place in the future* : He *is leaving* (= will leave) for Calcutta tomorrow. He *is going to try* (= will try) for the I. C. S. next year.

The Present Perfect Tense is used to denote—

(a) an *action completed just at or just before the time of speaking* :

I *have worked* the sum. Where is Ram ? He *has gone* to school.

(b) that an action *began* in the past and that the result of the action expressed by the verb still continues to the present time :

I have worked in Calcutta these five years.

This expresses that I worked in Calcutta in the past and am *still working* there. The British *have founded* an empire in India.

(c) an action done in a space of time which has not yet come to an end :

He has been ill for seven days.

I have not seen him for a week.

I have known him for several years.

(d) a Future Perfect Tense when preceded by *after*, *before*, *when*, *as soon as*, etc. :

I shall go out after I *have learnt* my lessons. I shall not go out before I *have learnt* my lessons. When you *have finished* with the book, leave it with my brother.

The Present Perfect Continuous Tense is used to express an action which commenced in past time but which is continuing up to the present : .

He has been swimming for two hours. *Jadu has been suffering* from fever since Monday last. *I have been waiting* for you since morning. *I have been teaching* him for an hour.

The Past Indefinite Tense is used—

(a) to denote an action that took place in the past :
He killed a tiger.

(b) to express a *habitual action in the past* :

He walked by the riverside everyday in the morning. *He never failed* to rise early in the morning.

(c) to indicate an action going on at some past time :

While the discussion *went on* (=was going on), I *thought of* (=was thinking of) another matter. While they *danced* (=were dancing), we *sang* (=were singing). Rome *burnt* (=was burning), while Nero *fiddled* (=was fiddling).

(d) as a polite form of address :

Could you please lend me your pencil for a while ?

(e) with words indicating some past time :

I came home yesterday (*not, I have come*). I *received* his letter at one o'clock (*not, I have received*).

The **Past Continuous Tense** is used to denote an action that was going on at some past time :

He *was* then *playing* in the field. I *was talking* with some men when he came to me.

The **Past Perfect Tense** is used to denote an action completed in past time before another past action.

(a) Sushil *had married* before he passed his B. A. examination. The patient *had died* before the doctor came. I started for Calcutta after I *had received* my brother's letter. He came after Ram *had left* for Delhi.

(b) I *had not gone* far when I met a lame man. Ram did not leave the place until he *had finished* his work. I *had slept* for four hours when he awaked me. When the moon *had risen*, I resumed my journey.

The **Past Perfect Continuous Tense** is used to indicate an action that was completed at some definite past time but had been going on before that.

Three points are to be noted :

(1) The action is over.

(2) It came to an end at some definite past time.

(3) Before coming to an end it had been going on for some time.

He *had been swimming* for two hours. He *had been playing* on the pipe since morning. I *had been living* in that house for three years when the landlord asked me to vacate it. An uproar *had been going on* for some time when I arrived at the meeting.

The **Future Indefinite Tense** is used to denote an action to be done at some future time :

I *shall* not go to school today.

The **Future Continuous Tense** is used to denote an action that will be continuing at some point in future :

I shall be waiting for you on the platform. At 4 P. M. we shall be making preparations for our departure for Delhi. We shall be taking a rest under a tree.

The Future Perfect Tense denotes an action that will be completed at some point in future time.

He will have reached home by now. I shall have seen you somewhere. Indu will have reminded you of this I believe. Some one or other will have said this. By this time tomorrow we shall have reached Calcutta.

Note :—The Future Perfect Tense is also used to denote an action that is *inferred* or *viewed* as completed but which may or may not be in reality so.

The Future Perfect Continuous Tense is used to denote an action which will be finished at some point of time in the future but will be continuing until then :

I shall have been walking for an hour by the riverside. "The new constitution will have been running for ten years before any major changes take place". He will have been working till Jadu has come back and relieved him.

The Present Tense becoming the Present Perfect Tense

He is in Calcutta. He has been in Calcutta for a month. I do not see him. I have not seen him for a week. I know him. I have known him for three years. Ram is ill. Ram has been ill since Wednesday last. It does not rain. It has not rained since the day before yesterday.

Note :—(i) The Present Perfect Tense implies a past action whose results still continue.

(ii) Since is used with nouns denoting a point of time when the occurrence continues up to the time of speaking. It is, therefore, preceded by a verb in the Present Perfect Tense.

Since is also preceded by a verb in the Present Perfect Continuous Tense :

He has been suffering from fever since Monday last.

The Present Continuous Tense becoming the Present Perfect Continuous Tense ;

Ram is reading a book. Ram has been reading a book for an hour. It is raining. It has been raining since yesterday. The battle is raging furiously. The battle has been raging furiously since morning. Ram Babu is practising as a pleader. Ram Babu has been practising as a pleader for five years.

Note. The Present Perfect Continuous Tense is used to denote an action that commenced in the past, and is still going on at the time of speaking.

Further Uses of the Present Perfect Tense and the Present Perfect Continuous Tense :

I have not heard from him (ever) since he went to Calcutta. He has been getting weaker and weaker (ever) since he came to this place. I have not been on speaking terms with him (ever) since he abused me. I have not been in touch with my books (ever) since I came to Madhupur. I have been acting as a teacher (ever) since I passed my B. A. examination.

The Present Perfect Tense becoming the Past Tense :

He has gone home. He went home yesterday. He has married. He married last year. I have got back the money. I got back the money a month ago. Ram has fared well in today's examination. Ram did not fare well in yesterday's examination.

Uses of 'Should' and 'Should Have'

You should begin the work at once. You should have begun the work yesterday. Ram should be more careful. Ram should have been more careful. You ought to do this. You ought to have done this. You ought to be industrious. You ought to have been more industrious.

Note.—(i) 'Should' or 'ought to' is used in all persons to denote an action which one is obliged to do in the present time or in the future.

(ii) 'Should have' or 'Ought to have' is used in all persons to indicate an action which one was obliged to do in the past.

Important Exercise

1. Fill in the gaps of the following :—

(1) He—came before we arrived. (2) I—living here for months. (3) The empire—lasted for two centuries before it fell. (4) By this time tomorrow I—reached home. (5) The travellers, all of whom—seen the chameleon, could not agree about its colour. (6) The farmer is cutting the corn which—ripened. (7) Lock up your house that thieves—not enter it. (8) He—reading when I entered the room. (9) To-morrow at this time we—nearing Asansol. (10) If this book makes its readers feel for their country, it—served its purpose.

2. Correct the following :—

I am in this village for several months. I have returned the book last Friday. Have you been to the Talkies yesterday? I sent for Ram when he arrived. He suddenly remembered that he did not lock the gate that evening. I do not remember what I have told him two years ago. I have given him some money the other day. He is long known to me. I know him from January last. He is absent from school for a week. I am looking for a job for several months. I knew this before he heard of it. Wherever I went, I have seen nothing but misery. After I posted the letter I remembered I did not address it properly.

THE SEQUENCE OF TENSES

When two sentences are connected by some subordinative Conjunction, or by some Relative pronoun or Adverb, one of them is called the Principal and the other the Subordinate clause.

The Sequence of Tenses is the principle by following which we determine the Tense of the verb in a subordinate clause. The Tense of the verb in a subordinate clause is determined by the tense of the verb in the principal clause.

Rule 1.—If the verb in the Principal clause is in the present, perfect or future tense, the verb in the Sub-

ordinate clause may be any tense required by the sense ; as—*I think that he is there. I think that he was there. I think that he will be there. I have heard that the news is false. I shall never believe that he told a lie.*

Rule 2.—If the verb in the Principal clause is in the Past Tense, the verb in the Subordinate clause must be in the corresponding Past Tense ; as—

I knew that he went there. He said that he would come next day. Did you know what his name was ? He asked me who he was. I showed him which way he was to go. He said that he had seen Ram. I asked him when he had gone.

Exception to Rule 2—(a) If the Subordinate clause expresses a *universal truth* or a *habitual or permanent fact*, the verb in the subordinate clause must be of the Present Tense ; as—

The teacher explained to the students that the earth is round. The saint said that truth alone triumphs in the long run. Euclid proved that three angles of a triangle are equal to two right angles. I was sorry to hear that your brother has a bad temper.

(b) When the subordinate clause is introduced by 'than', the verb in that clause may be of any tense required by the sense in the Subordinate clause ; as—

I loved Surendra more than I love Indu. I then saw him oftener than I see him now. He then read oftener than he does now. I helped him more than I help my own brother.

(c) Any tense may follow "as" ; as—

I then used to read as well as I do now. He could write as swiftly as you do. I could not attend yesterday's meeting as I am very busy nowadays,

Uses of some Auxiliary & Defective Verbs

An **Auxiliary Verb** is one that merely helps another verb (a principal verb) in the formation of various forms of verbs.

Have, be, do, may, shall, will, may be used as **Auxiliary Verbs**,

Defective Verbs are those verbs that cannot be used in all moods and tenses.

Shall, will, may, can, must, oughi, need, dare, quoth are called Defective Verbs.

Uses of "Shall"

When *shall* is used in the *first person*, it is an Auxiliary verb, because it then *helps* another verb (principal verb) to express *simple future time* (i. e. to form the future tense) : e. g. I *shall* go tomorrow. We *shall* play now.

Shall is a *Principal verb*, when it is used in the *Second* or *Third person* to express—

- (1) a *Promise* ; as—

You *shall* get your money tomorrow. He *shall* have my every support.

- (2) A *Command* ; as—

He *shall* go. Thou *shalt* not steal.

- (3) A *Threat* ; as—

If you do this, you *shall* be punished.

- (4) *Shall* is also used in the *Second* or *Third person* in solemn assertions or prophetic utterances ; as—

A time will come when you *shall* hear me. "There *shall* come a time when nation *shall* not lift sword against nation, neither *shall* they learn war any more."

In the above sentences "*shall*" is a *Principal verb*, because it has expressed a distinct meaning of its own.

Uses of 'Will'

When '*will*' is used in the *Second* or *Third person*, it is an Auxiliary verb, because it then *helps* another verb (principal verb) to indicate *simple futurity* (i. e. to form the future tense) ; e. g. He *will* not go there. You *will* come tomorrow.

N. B. But with reference to God, '*shall*' is used (instead of *will*) in the *Second* or *third person* to express *simple futurity* : e. g. God *shall* be my guide. "I pardon him, as God *shall* pardon me."

'*Will*' is a *Principal verb*, when it is used in the *first person* to express—

- (1)
- Intention*
- ; as—

I will visit that place tomorrow.
I will call on (see) him at 4 p. m.

- (2)
- A Promise*
- ; as—

I will help you. I will give him ten rupees tomorrow.

- (3)
- Determination*
- ; as—

I will do it. We will not leave this place.
I will succeed or die in the attempt.

In the above sentences, '*will*' is a *Principal verb*, because it has expressed a *distinct meaning of its own*.

Uses of 'Dare'

'Dare' is always a principal verb, because it expresses a distinct meaning of its own.

The verb '*dare*' when it means '*to venture*', takes the form *dare* (instead of '*dares*') for the third person singular present tense, provided it is used in *negative or interrogative sentences*. Here it (*dare*) takes the infinitive without *to* as :—

He *dare* not (to) do this. *Dare* he do this? None *dare* (to) oppose him. Ram *dared* not (to) contradict me. How *dared* you (to) tell me so?

But the verb '*dare*' takes the form '*dares*' for the third person singular, present tense, when it is used in an *affirmative sentence*. Here '*to*' is not omitted after the verb '*dare*'; as—He *dares* to go against you. Ram *dares* to contradict you.

The verb '*dare*' is also used as a *transitive verb* in the sense of *challenging*. When it is used in this sense, it is conjugated regularly throughout. Here also '*to*' is not omitted after the verb '*dare*'; as—He *dares* me (= challenges me) to fight. He *dares* you (= challenges you) to contradict him.

Uses of 'Need'

When '*need*' implies *necessity or obligation* in a *negative or interrogative sentence*, it does not take '*s*' in the third

person singular, present tense, and takes the infinitive without 'to' after it ; as :—

He *need* not go there. *Need* Ram tell him ? You *need* not trouble yourself about this. Hari *need* not wait any longer. He *need* not have gone there.

But in an *affirmative* sentence '*need*' does take 's' in the third person singular, present tense, when it is used in the sense of *necessity* or *obligation* and *want of something* ; as :

He *needs* some money. It *needs* to be done.

✓ VOICE

Voice is that form of a verb which shows whether the person or thing denoted by the subject *does something* or *something is done to the subject*.

There are two voices : the **A c t i v e V o i c e** and the **P a s s i v e V o i c e**.

When the form of a verb shows that the person or thing denoted by the subject *does something*—is the active doer of the action indicated by the verb, then the verb is said to be in the **A c t i v e V o i c e**.

Take this sentence : Ram loves Jadu.

This is in the Active Voice. The subject is 'Ram'. Ram does something. What does he do ? He loves Jadu. The subject 'Ram' is the actual doer of the action denoted by the verb 'loves'. Hence the verb 'loves' is in the **A c t i v e V o i c e**.

We can express this sentence in a different form without affecting its meaning :

Jadu is loved by Ram.

You see the form has been changed, but the meaning is the same—it is in the **P a s s i v e v o i c e**.

When the form of a verb shows that *something is done to the person or thing denoted by the subject* (which means that the subject does not really do any

thing but has something done to him), then the verb is said to be in the *Passive Voice*.

In the sentence '*Jadu is loved by Ram*' the subject is '*Jadu*': he does nothing: ac has something done to him: "*Jadu*" is loved by Ram". In such cases the verb is said to be in the *Passive Voice*.

The difference between the *Active voice* and the *Passive Voice* lies in this, namely, whether the subject is active, i. e. is the active doer of the action denoted by the verb or *passive* or *inactive*—something is done to him.

By comparing the sentence '*Ram loves Jadu*' with the sentence '*Jadu is loved by Ram*' we find that the word which was the *object* in the *Active Voice* has become the *subject* in the *Passive Voice*. Hence it follows that only *Transitive verbs having objects* can be used in the *Passive Voice*.

Rules for Conversion of Active into Passive

(1) The *object* of the *Active verb* becomes *subject* in the *Passive Voice*.

(2) If the *object* is a personal pronoun, the *objective case-form* (*me, us, him, her, them*) is to be changed into the corresponding *nominative case-form* (*I, we, he, she, they*).

(3) The *subject* of the *Active verb* is to be turned into the *objective case* preceded (usually) by '*you*'.

(4) The verb is to be changed into the *Past Participle form* with some form of the verb '*to be*' attached.

Do (Act.)—*is or are done* (Pas.); *is or are doing* (Act.)—*is being or are being done* (Pas.); *did* (Act.)—*was or were done* (Pas.); *was or were doing* (Act.)—*was being or were being done* (Pas.); *has or have done* (Act.)—*has been or have been done* (Pas.); *will or shall do* (Act.)—*will be or shall be done* (Pas.).

Illustrations

He does it (Act.) It is done by him (Pas.). I love them (Act.). They are loved by me (Pas.). They are

beating him (Act.). He is *being beaten* by them (Pas.).
He is abusing them (Act.). They are *being abused* by him.

He did it (Act.). It was *done* by him (Pas.). I saw them (Act.). They were *seen* by me (Pas.). He was reading a book (Act.). A book was *being read* by him. They were beating the ruffians (Act.). The ruffians were *being beaten* by them (Pas.). He has made a mistake (Act.). A mistake has been made by him. I have seen them (Act.). They have *been seen* by me (Pas.). I shall do this work (Act.). This work *will be done* by me (Pas.). I will punish you (Act.). You *shall be punished* by me (Pas.). You should do this (Act.). This *should be done* by you (Pas.). You should have done it (Act.). It *should have been done* by you (Pas.).

You now try to change the following into the Passive Voice :—

He is writing a letter. The blacksmith was making an axe. He is helping us. They did the sum. He pelted stones at them. The soldiers were bringing the warrior home. She was then picking flowers. They have helped him. We have not abused them. He has broken his promise. He stole my watch. They asked five questions. I love him and shall always love him. I shall not forget you. He is driving a car. He is leading the boys. He was then drawing a picture. They were selecting some books. You should not set the dog on him. He should have helped his brother. He is tearing the letter. He should have led his party. I eat fruit and drink water, but I do not take rice and tea.

Some Transitive verbs have two objects—*direct* and *indirect*. One of them becomes the subject in the Passive voice while the other is retained as *object*.

1. He gave me a book (Act.).
I was given a book by him (Pas.).
or
A book was given to me by him.
2. I teach him Sanskrit (Act.).
He is taught Sanskrit by me (Pas.).
or
Sanskrit is taught him by me.

An Intransitive verb which has no object cannot be changed into the Passive voice. It may, however, be changed into the Passive voice when it (Intransitive verb) with a *preposition* is used as *Transitive* :

1. I am *replying to* his letter (Act.).
His letter is being *replied to* by me (Pas.).
2. I have *dispensed with* his services (Act.).
His services have been *dispensed with* by me (Pas.).
3. We despair of his life (Act.).
His life is *despaired of* by us. (Pas.)

The Objective Complement becomes the *Subjective Complement* in the Passive voice ; in other words, the Objective Complement cannot be used as the subject in the Passive voice.

1. They elected him *president*. (Act.)
He was elected *president* by them. (Pas.)
2. We have named him *Friend of the Poor*. (Act.)
He has been named *Friend of the Poor* by us. (Pas.)

When the direct Object of a Transitive verb is a *Reflexive pronoun*, it cannot be used as the subject in the Passive voice :

- (1) He hurt *himself*. (Act.)
He was hurt *by himself*. (Pas.)
2. They killed *themselves*. (Act.)
They were killed *by themselves*. (Pas.)

Imperative sentences expressing a *command* or *wish* are to be changed into the Passive voice with the help of the verb *let* which is to be put at the very beginning :

1. Act. Punish him.
Pas. Let him be punished.
 2. Act. Do not oppress the weak.
Pas. Let not the weak be oppressed.
 3. Pas. Do not be daunted by danger.
Act. Let not danger daunt you ?
 4. Act. Let him do the work.
Pas. Let the work be done by him.
 5. Act. Let him give me my dues.
Pas. Let me be given my dues by him.
- or
- Let my dues be given me by him.

In Imperative sentences expressing a *request* or *entreaty* the Passive voice is formed with the help of the expression '*you are requested*' (*to*) :

1. Act. Please help him.
Pas. *You are requested to help him.*
2. Act. Enter this room by this door.
Pas. *You are requested to enter this room by this door.*
3. Act. Do save him.
Pas. *You are entreated to save him.*

In the case of *Interrogative sentences*, the auxiliary *do* or *did* is replaced by the auxiliary *be* in the Passive voice :

- (A) 1. Act. Do you love me ?
Pas. *Am I loved by you ?*
2. Act. Do you choose this piece of cloth ?
Pas. *Is this piece of cloth chosen by you ?*
3. Act. Does he know them ?
Pas. *Are they known to him ?*
4. Act. Do you mistake me for my brother ?
Pas. *Am I mistaken by you for my brother ?*
- (B) 1. Act. Did you abuse him ?
Pas. *Was he abused by you ?*
2. Act. Did he insult them ?
Pas. *Were they insulted by him ?*
3. Act. Why did he defraud you of your earnings ?
Pas. *Why were you defrauded of your earnings by him ?*

The Passive voices of the *Interrogative sentences* beginning with *who*, *whom*, *how*, *why*, are shown in the examples given below :

1. Act. Who can do it ?
Pas. *By whom can it be done ?*
2. Act. Who taught you such tricks as these ?
Pas. { *By whom were you taught such tricks as these ?*
 or
 By whom were such tricks as these taught you ?
3. Act. Whom do you mean ?
Pas. *Who is meant by you ?*

4. Act. Those whom the gods love die young.

Pas. Those *who are loved* by the gods die young.

*5. Act. How would you like a scorpion to sting you on the big toe ?

Pas. How would you like to be *stung* on the big toe by a scorpion ?

*6. Act. Women like men to flatter them.

Pas. Women like to be *flattered* by men.

7. Act. I want you never to forget me.

Pas. I want never to be *forgotten* by you.

Study these examples—

1. Act. They laughed at his warnings and objected to all his proposals.

Pas. His warnings *were laughed at* and his proposals (were) *objected to* by them.

2. Act. We regard him as our guide and call him our patron.

Pas. He is regarded as our guide and (is) called our patron by us.

3. Act. The Magistrate immediately gave orders that the police must arrest the culprit.

Pas. Orders *were immediately given* by the Magistrate that the culprit must be arrested by the police.

4. Act. Do you know *what he is doing now* (object) ?

Pas. Is *what he is doing now* (subject) known to you ?

5. Act. Did you report *what had happened the other day* ? (object).

Pas. Was *what had happened the other day* (subject) reported by you ?

When to use the Passive Voice

The Passive form is preferred in the following cases :

(a) There must be sentences in the Passive Voice where the agent or doer is not mentioned :

1. The lion is called the king of beasts.

2. I have been robbed of my money.

3. He is said to be the most honest man in the village.

4. It is said that a red rag infuriates a bull.

5. I have been told that you did not attend the meeting yesterday.
6. They have been defeated.

In turning each of the above sentences into the Active Voice we have to supply the subject (of the Active verb) according to sense :

- (1) *People call the lion the king of beasts.*
- (2) *Some man has robbed me of my money.*
- (3) *They or people say that he is the most honest man in the village.*
- (4) *They or people say that a red rag infuriates.....*
- (5) *Somebody has told me that you did not attend.....*
- (6) *The enemy has defeated them.*

(b) If a greater interest is taken in the sufferer than in the doer of the action :

Instead of saying "A motor car ran over him", say "He was run over by a motor car".

The city has been flooded by a deluge. A large number of the men of this village have been carried off by an epidemic of Cholera.

More About Conversion of Active to Passive And of Passive to Active

From the Active to the Passive form.

1.

1. Act. Your conduct surprises me.
Pas. I am surprised at your conduct.
2. Act. The book has interested me greatly.
Pas. I have been greatly interested in this book.
3. Act. His fine singing charmed everyone.
Pas. Everyone was charmed with his fine singing.
4. Act. Your failure has distressed me much.
Pas. I have been much distressed at your failure.
5. Act. The results of the examination have disappointed him.
Pas. He has been disappointed in the results of the examination.

2.

1. Act. It is time to shut up the shop.
Pas. It is time *for the shop to be shut up*.
- 2. Act. It is now time to call over the names.
Pas. It is now time *for the names to be called over*.
3. Act. I found the boys laughing at me.
Pas. I found that *I was being laughed at* by the boys.
4. Act. I felt the wasp stinging me on the arm.
Pas. I felt that *I was being stung* on the arm by the wasp.

From the Passive to the Active form

1. Pas. Skill cannot be attained without long labour.
Act. One *cannot attain* skill without long labour.
2. Pas. Better behaviour is expected from a college student.
Act. One *expects* better behaviour.....
3. Pas. I have been obliged to do this.
Act. *Circumstances have obliged* me to do this.
4. Pas. This is too good to be expected.
Act. This is too good *for one to expect*.
5. Pas. No effect is likely to be produced.
Act. *It is likely to produce* no effect.

or

It is not likely to produce any effect.

6. Pas. No more can be contained in this box.
Act. *The box can contain* no more.

Two auxiliary verbs will be required to serve two principal verbs if they differ in number or voice :

1. Incorrect : The fort was captured and the inmates put to death.
Correct : The fort was captured and the inmates were put to death.
2. In. : Ten of the books have been traced and five disappeared.
Cor. :and five have disappeared.

3. In. : Four of the robbers have escaped and two caught.

Cor. :and two *have been* caught.

4. In. : Ten new members have been enrolled and seven resigned.

Cor. :and seven have resigned.

5. In. : Two are sentenced to imprisonment and one acquitted.

Cor. :and one is acquitted.

6. In. : The mother was seated and her children running about.

Cor. : The mother was seated and her children were running about.

The following sentences are correct :

Four were sentenced to death and five acquitted. Ten of the applicants have been appointed and the rest rejected.

Note. Both the sentences are correct : why ? Because both the principal verbs are in the same voice.

Study these sentences—

1. In. : Four of the competitors passed and the rest disqualified.

Cor. :and the rest were disqualified.

2. In. : Four of the robbers escaped and two caught.

Cor. :and two were caught.

3. In. :Fifty students were sent up and ten failed.

Cor. :and ten have failed.

The infinitive after some adjectives is usually used in the Active Voice :

Money is not *easy to earn* (not, to be earned). Metal is *hard to digest* (not, to be digested). He is *difficult to satisfy*. It is a hard nut to crack. This gentleman is *difficult to please*.

Some Intransitive verbs are mistaken for Transitive verbs, and they will have therefore no Passive Voice.

Their use is given in the examples given below :

1. Inc. : I have been profited a great deal by his instructions.
Cor. : I *have profited* a great deal.....
2. Inc. : The boat *was sunk* to the bottom.
Cor. : The boat *sank* to the bottom.
3. Inc. : Their quarrel *was originated* from mutual jealousy.
Cor. : Their quarrel *originated* from.....
4. Inc. : The train is stopped at all stations.
Cor. : The train *stops* at all stations.
5. Inc. : He who will take the sword shall be perished by the sword.
Cor. : *shall perish* by the sword.
6. Inc. : His whole story *was rested* on wrong assumption.
Cor. : His whole story *rested* on wrong assumption.
7. Inc. : As soon as he *was emerged* from poverty he started a business.
Cor. : As soon as he *emerged* from poverty.....
8. Inc. : No interest *was accrued* from the money deposited.
Cor. : No interest *accrued* from the money deposited.
9. Inc. : Peace and happiness *cannot be resulted* from a life of sin.
Cor. : *cannot result* from a life of sin.

Quasi-passive Verbs

Quasi-passive Verbs are those transitive verbs that are in the *active form* but which possess a *passive sense*.

For example :—

The book is *printing*. Honey *tastes* sweet. The rose *smells* sweet. Rice *sells* at 2 seers a rupee. The poem *reads* well. The air *feels* chilly. ✓

Important Exercise

Rewrite the following sentences in the opposite voice, wherever possible :—

(a) Our Headmaster bestows great care and attention in the selection of books. The members of our association chiefly do the work of teaching. First of all, I shall speak of our debating club. We made him prisoner. These causes brought about the fall of the Roman Empire. Why are you working the wheel? Do you understand my meaning? He was being conducted to the chair by them. The kind reminder is looked upon as a father by the people. Many students competed for the prize. Whose umbrella did you take? Security of life and property is provided by the state. They were taking him to prison. Who gave you permission to do this? He was painting a beautiful picture. Sakuntala's lord has forgotten her. My cousin presented me with a copy of Life of Washington. That boy will do something remarkable.

(b) Send for the doctor. Pay that bill today. Summon the fire brigade. Japan is threatened with extinction by earthquake. I have read with interest the lives of Mazzini and Garibaldi which you lent me last. The old man blessed me for the services I had done him. This feat of heroism staggered many fellow-passengers and not a single word was uttered by them. We took our meal and did ample justice to it. Please send me Rs. 30/- this month. The cooking will be done by ourselves. I will listen with rapt attention to stories about your experiences of town-life. The pirates robbed him of a chest of silver plate. All speak highly of him.

(c) Did you ask what he wanted? What induced you to do what you did? People will learn with astonishment that war is imminent. They regarded him as an imposter and called him a villain. I do not know how to console you in your bereavement. We believe many things merely because our parents told us them. What success did you gain in your last examination. One should keep one's promises. No one can wonder at it. The ship was set on fire and abandoned by the crew. His pocket has been picked. Let great care be taken to have everything ready. Our lives are spent in expecta-

tion. No time will be lost in having the result announced. He was arrested on a charge of theft, but for lack of evidence he was released.

MOOD

The term **mood** means the *way or manner* in which a *verb* is used.

A verb, you know, always makes a statement, and a statement can be expressed in different *modes or manners*.

Examine the following sentences :

- (1) Susil reads attentively.
Susil does not read attentively.
Does Susil read attentively ?
- (2) Susil, read attentively.
- (3) If Susil *read* attentively, he will pass his examination.

If Susil *had read* attentively, he would have passed his examination.

- (4) I have no time to *read* attentively.
To read attentively is a very good habit.

The verb *read* expresses a certain statement, but here in each case the statement is expressed in a different manner.

In (1), the verb *read* in three statements merely *asserts, denies and interrogates* (asks question) *as regards facts*.

In such cases the *verb* is said to be in the **Indicative Mood**.

In (2), the verb *read* expresses a *command*.

In such cases the verb is said to be in the **Imperative Mood**.

In (3), the verb *read* in two statements expresses a *condition or supposition contrary to the fact*.

In such cases the verb is said to be in the **Subjunctive Mood**.

In (4), the verb *read* does not make a statement as it merely expresses an action without reference to a subject. It means that as the verb *read* has no subject, it cannot make a statement.

A Mood represents (indicates) the *mode* or *manner* in which the action or fact denoted by the verb is *conceived* in connection with the *subject* i. e. in which a statement is made by a verb which has a subject.

There are four Moods :

Three Finite and One Infinitive.

(a) Three Finite Moods :

Indicative, Imperative, Subjunctive.

(b) The Infinitive Mood

The Indicative Mood is the form of the verb that asserts (makes simple statements of facts), denies or interrogates (asks questions) *as regards facts*.

It is also used to express a *supposition treated as an actual fact*.

Uses of the Indicative Mood

The Indicative Mood is used

(1) to state facts :

I shall tell you an interesting story. He caught the thief by the throat. The boy has contracted a cold. Every day he goes for a walk.

(2) to deny facts :

I find no sense in it. Ram did not lose consciousness. He has not lost heart.

(3) to ask questions :

Has the Company declared a dividend? Do you mean to take proceedings against me? Do you lend money on personal security?

(4) to express a *supposition which is assumed as a fact* :

If he goes (= assuming a fact that he will go), I shall go with him.

If he is innocent (assuming a fact that he is innocent), he need not be afraid.

If his theory was right, his practice was not up to it.

The Imperative Mood is the form of the verb that expresses a *command or request or entreaty or advice*.

Uses of the Imperative Mood

The Imperative Mood is used

- (1) to express a *Command* :
March forward. Make no noise in the class.
- (2) to make *requests* :
Please lend me your book for a day or two.
- (3) to express an *entreaty or prayer* :
Do not forsake me, my God. Have mercy on me. Give us this day our daily bread.
- (4) to express a *wish* :
"farewell" (May you fare well).
- (5) to express *advice* :
Do not tell a lie. Pay respect to your elders.
- (6) to express a *supposition* :
Read and you will know (=if you read, you will know).

Turn to the left and you will find his house (=if you turn to the left, you will find his house).

Speak and you die (=if you speak, you will die):
Speak or die (=if you do not speak, you will die).

- (7) *absolutely* :

A large number of men, say one thousand, were present there. May I have some money, say twenty rupees? Even if I get, suppose five hundred rupees, I shall still be in want.

You know that the Imperative Mood can be used only in the *second person*. Such forms as 'Let me go' and 'Let him go' though apparently in the first and third persons, are actually in the second person as the subject 'you' is understood before the verb 'let'.

Also in such a form as 'Fetch my umbrella, somebody', the verb 'fetch' is in the second person as 'somebody' is in apposition, to the subject 'you' which is understood.

The Subjunctive Mood

The Subjunctive Mood is so called because it is very largely used in subordinate (dependent) clauses joined on to the main or principal part of a complete sentence.

Subjunctive = joined on

The Indicative Mood expresses a fact, while the Subjunctive Mood expresses a *doubt*, a *condition* or *supposition as opposed to fact*.

The verb *is* or *are* which is used in the Indicative Mood is never used in the Subjunctive Mood. The verb *be* instead of '*is*' or '*are*' is used in the Present tense, and it (*be*) is for all numbers and persons. The past form of '*be*' is '*were*', and it (*were*) is for all numbers and persons. The verb *be* or *were* is generally used in a dependent sentence which is intended to express a *doubt*, a *condition* or *supposition contrary to fact*.

No one of the other verbs (such as *confess*, *rain*, *go*, etc.) in the Subjunctive Mood takes *s* or *es* after it even if it is the Third Person Singular of the Present tense.

When you say : "If he meet me, he will know me" you get a double sentence composed of two simple sentences joined by the conjunction *if*—

(i) he meet me (ii) he will know me.

The verb *meet* in the subordinate (dependent) clause *If he meet me* is said to be in the Subjunctive Mood as the dependent sentence *If he meet me* conveys the idea of a *condition* or *supposition contrary to the fact*.

The Indicative Mood is the mood of *fact* or *assertion* whereas the Subjunctive Mood is the mood of *supposition*.

Note. Here the subordinate clause '*If he meet me*' does not convey the sense that he has actually met me or will meet me. This clause gives the idea that *on condition* that he meets me. The whole sentence means that he will know me *on condition* that he meets me. From the above we can now say that the verb *meet* in the subordinate clause '*If he meet me*' does not make a statement of *fact*. The statement is in the form of a *condition* or *supposition*. This is why the verb *meet* does not take '*s*' after it though its subject is Third Person Singular number.

Examples

1. Provided he *confess* his guilt, I will pardon him.
2. If he *win* the battle, he will be crowned.
3. I shall need be very sorry, if I *be* the cause of your ruin.
4. You look as if you *wanted* (you seem to want).
5. He looks as though he *were* mad.
6. He cried as if he *had been* a child.
7. Even if he *were* my own son, I would not pardon him.

In (1), the verb *confess* in the subordinate clause 'Provided he confess' is said to be in the *Subjunctive Mood* as the sentence 'Provided he confess' expresses a condition.

In (2), the verb *win* in the dependent clause 'If he win the battle' is in the *Subjunctive Mood* as the sentence 'If he win the battle' states a condition.

In (3), the verb *be* in the dependent clause 'if I be the cause of your ruin' is said to be in the *Subjunctive Mood* as the sentence 'if I be the cause of your ruin' indicates a supposition.

In (4), the verb *wanted* in the subordinate clause 'as if you wanted' is in the *Subjunctive Mood* as the sentence 'as if you wanted' expresses a supposition.

In (5), the verb *were* in the subordinate clause 'as though he were mad' is in the *Subjunctive Mood* as the sentence 'as though he were mad' gives the idea of a supposition.

In (6), the verb *had been* in the subordinate clause 'as if he had been a child' is in the *Subjunctive Mood* as the sentence 'as if he had been a child' conveys the sense of a supposition.

Note. *As if* or *as though* is always followed by a verb in the past tense, and the past tense of the verb 'to be' is always plural in the *Subjunctive Mood*.

This is why *wanted* instead of 'want' has been used after 'as if', *were* instead of 'is' has been used after 'as though' and *had* instead of 'has' has been used after 'as if'.

We call *wanted*, *were* and *had* the past tense, because they are past in form. But in the Subjunctive Mood the past form has reference not to past but to present (or future) contingencies.

In (7), the verb *were* in the subordinate clause "Even if he were my own son" expresses a supposition.

In the case of the verb to be the Subjunctive has definite forms for the Present and Past tenses.

Present		Past	
Sing.	Plural	Sing.	Plural
1st pers. I <i>be</i>	We <i>be</i>	1st per. I <i>were</i>	We <i>were</i>
2nd per. Thou <i>be</i>	You <i>be</i>	2nd per. Thou <i>were</i>	You <i>were</i>
3rd per. He <i>be</i>	They <i>be</i>	3rd per. He <i>were</i>	They <i>were</i>

N. B. The conjunctions *if*, *provided*, *though*, *that*, *unless*, *lest*, *whether*, etc., are generally used before verbs in the Subjunctive Mood.

But a verb preceded by any of the conjunctions mentioned above may also be in the Indicative Mood when it (the verb) is used to express a supposition which is assumed as a fact.

Distinction between the Subjunctive Mood and the Indicative Mood

The following examples will make the point clear:

Indicative Mood

1. I will go out though it is raining (fact).
2. If he is a murderer (assuming a fact that he is a murderer), he deserves to be hanged.
3. If he is at home (assuming it as a fact that he is at home), I shall see him.

Subjunctive Mood

1. I will go out though it rain (a supposition—not a fact).
2. If he *be* a murderer (a condition), he deserves to be hanged.
3. If he *be* left alone (a supposition), he will surely get into mischief.

- | | |
|---|--|
| <p>4. If he has not continued his studies (assuming a fact that he has not continued his studies), it is because his father is poor.</p> <p>5. Though he tries hard (assuming it as a fact that he tries hard), he is seldom successful.</p> <p>6. Though the waves are raging (assuming a fact that the waves are raging), I will row you over the ferry.</p> <p>7. If he has found it (assuming a fact that he has found it), he will send it.</p> <p>8. If he was ill (assuming it as a fact that he was ill), he should have furnished a medical certificate.</p> <p>9. If he was a thief (assuming a fact that he was a thief), he should not have been let loose.</p> | <p>4. If love of country be a crime (a supposition), I am a criminal.</p> <p>5. Though (=even on the assumption that) he hate me (a supposition), yet will I love him.</p> <p>6. Though (even on the assumption that) the sky fall (a supposition), he will not be frightened.</p> <p>7. If you be kind enough to provide me with the necessities of life (a condition), I will serve under you.</p> <p>8. If he were ill (which I know he is not—a supposition) I should grant him leave.</p> <p>9. If he were a thief (which I know he is not—a supposition) I should not let him loose.</p> |
|---|--|

More About The Subjunctive Mood

The Subjunctive Mood is the form of the verb used to express a wish or desire, a doubt or uncertainty, a proposal, an order or request, a purpose, a condition or supposition contrary to fact.

Uses of the Subjunctive Mood

The Subjunctive Mood is used to express

- (a) a wish (this is called the Optative use of the Subjunctive) :

(i) in simple sentences

God *be* with you ! May your son *live* long ! Oh ! that it *were* possible ! Would that we had a garden like this ! God *bless* us (May God *bless* us) !

(ii) in subordinate clauses

I wish I *were* young again. I wish these lips *had* language. I wish I could help you. God *forbid* that he should !

(b) a doubt or uncertainty :

But I doubt lest he *do* not come.

Unless he *consent*, how can we proceed with the work ? How can he hope to pass if he *do* not read hard ?

(c) a proposal :

I move (propose as a resolution) that Mr Bose *take* (not, takes) the chair. It is resolved that the school building *be* repaired during the Pujah holidays. I move that this resolution *be* passed.

(d) a request :

Resolved that the Headmaster *be* requested to approach the Secretary for the purpose.

I move that the chairman *put* (not, puts) the proposal to vote.

(e) an order :

My order is that the man *be* released. Orders have been issued that the murderer *be* hanged.

(f) a purpose :

We eat that we *may* live. Take care that no mistakes *be* made. The blind man is walking with care lest he *should* stumble.

(g) a condition :

Unless he *resign* his kingship, his life is not safe.

"We must not allow anything to move us unless it *be* an impulse from the Divine Mother."

If he *came* even now, I should go with him.

If he *had* come yesterday, I *should* have gone with him.

(h) a supposition :

Though (on the assumption that) you *be* able to conquer the whole world, you will not be able to keep it under your control.

If he *were* here (he is not here), I should be happy.

If he *were* captured (he has not been captured), everybody would feel relieved.

If I *had* not seen him (I saw him), I *should have* written.

Please God (If it please God), he will soon recover.

Happen (or come) what may, I shall go (*i. e.* let what may happen, or whatever may happen).

✓ Be it ever so humble, there is no place like home.

Study these sentences :

Take care that no expense be incurred. We do not like him though he be an honest man (= though he may be an honest man). I begged that I be (might be) allowed to remain. They demanded that he give (*should give*) up the keys of the city. Even if his life *were* at stake, he will not deviate from truth.

1. If he *were* poor (but he is not), I *should* (not, would) help him.

If he *had been* poor (but he was not), I *should have* helped him.

2. If he *came* to apologize to me even now (there is yet time of his coming), I *should* pardon him.

If he *had come* to apologize to me yesterday (he did not come yesterday), I *should have* pardoned him.

3. If it *rained even now*, there *would* be good crops.

If it *had not rained yesterday*, I *should have* gone to your house.

The Conjunction 'if' when it introduces a conditional sentence having either the auxiliary verb *had* or the principal verb *were*, can be omitted. In this case the '*had*', or the '*were*' must be inserted *before its subject*.

If you *had come* to our house, my father would have been glad.

or

Had you come to our house, my father.....

If I had been there, I would have taught him a good lesson.

or

Had I been there, I would have.....

If he were guilty, I would punish him.

Were he guilty, I would.....

The conditional clause (sentence) which is introduced by the conjunction 'if' and which contains the auxiliary verb 'had' together with 'not', can be substituted by *but for* followed by a noun with a possessive adjective qualifying it.

The following examples will show how the change is made.

If you had not helped me, I should not have prospered in life.

But for your help, I should not have.....

If he had not supported you, you would not have been returned in the election.

But for his support, you would not have.....

If you had not all along been kind to us, our sufferings would have known no bounds.

But for your kindness, our sufferings would have

Definition.

"The Subjunctive Mood is the form of the verb used to express that a statement is regarded as a mere conception of the mind ; that it exists only in the thought of the speaker." In a word, the statement which the verb makes does not refer to what is an actual fact.

Exercise

1. Illustrate :—

The Imperative Mood expressing a supposition ; the Absolute use of the Imperative Mood ; the Optative use of the Subjunctive ; the Subjunctive Mood expressing a purpose, a proposal, a request, or order.

2. State the Moods of the verbs in the following sentences :—

If he go, I shall not go. If he goes, I shall not go. If he is there, he will help you. If he be there, he will help you. Let him go there. If he was unfaithful, you ought

to have dismissed him at once. The Lord preserve thee. Britain rule the waves. Many labourers, say one thousand are on strike. Would that I had a house like this ! Touch it and you die. If he wins the battle, he will be crowned. He drew his sword that he might defend himself. He walked with care lest he should stumble. I move that he kindly accept the presidentship of the Committee.

3. Correct the following :—

I wish it was possible. Were I rich, I should have contributed a large sum to the Relief Fund. I warn you lest you fall. My order is that he is punished. Had I been there, it would not happen. God helps you. Resolved that the proceedings of the meeting are confirmed. Beware lest you are exposed. I should be glad if the boy was let off. I wish I can help you. He gave a sudden start as if he was stung by a scorpion. Some people act as though they can do no wrong. He felt as if the ground was slipping from beneath his feet.

Infinite Forms of Verbs

Such verbs as are not limited by number, person or time are called *Infinite forms of verbs*.

Verbs of the Infinite forms are divided into three classes, viz. (i) The Infinitive Mood. (ii) The Participle and (iii) the Gerund.

The Infinitive Mood

An Infinitive Mood simply names the action of the verb, and is not limited by time, number or person ; as—Ram always tries to find fault with me.

(a) The Infinitive without 'to'

A verb in the Infinitive Mood usually takes 'to' before it. But 'to' is omitted after the following verbs—*shall, will, must, may, can, bid, see, hear, feel, watch, make, dare, need, do, let*.

Examples

I see him *play* in the streets every day. He bade you (to) *be* quiet. We hear him (to) *speak* ill of Ram. What makes you (to) *laugh* ? I will make you (to) *stand* upon the bench. I feel my pulse (to) *beat* rapidly. I felt an

ant (to) *creep* on my back. The master let the servant *go*. You need not *wait*. Need I *write* to Ram? He dared not (to) *oppose* me. Dare he (to) *do* it?

Note—The infinitive without (to) is used after *dare* only in the sense of 'venture' in sentences which are negative or interrogative.

(b) To is used after the *Passive Voice* of the above verbs. But 'to' is omitted after the verb 'let' both in active and passive voice.

Uses of the Infinitive after the Passive Voice

He is seen *to do* this. The boy was made *to stand* up on the bench. He is heard *to sing* every day. I was bidden *to stay* at home. The servant was let *go* (not, to go).

(c) The Infinitive without 'to' is also used after *had better*, *had rather*, *would rather than*, *had sooner*, etc.; as:—

You had better *go* and *tell* him the real fact. I had rather *take* this than that. I had sooner *run* than *walk*. I shall starve rather than *beg*.

(d) The sign of the Infinitive (to) is also omitted after the preposition *but* and *than*; as:—

We could not *but go* there. He did nothing else than *laugh*.

The Two Kinds of Infinitives

There are two kinds of Infinitives:—

The Noun Infinitive (or, the Simple Infinitive) and the Gerundial Infinitive (or the qualifying Infinitive).

I. The Noun Infinitive does the work of a noun and may be used:—

(i) As the Subject of a verb; as:—

To steal is a sin. *To help* the poor, is a virtue.

(ii) As the Object of a transitive verb, as:—

Ram loves *to read*. He does not like *to speak* with anybody.

(iii) As the Object of a preposition; as:—

He was about *to go*. He desired nothing but (except) *to succeed*. He had no alternative but *to submit*.

(iv) As a *Case in Apposition* ; as :—

It is bad to tell a lie. It is wrong to say so. It is not so easy to do this.

(v) As a *Subjective Complement* ; as :—

To love man is to love God. My greatest pleasure is to sing. He seems to work hard.

(vi) As an *Objective Complement* ; as :—

The police forced the thief to confess : I will make him (to) go there. The king ordered him to be hanged.

(vii) As a *form of Exclamation* ; as—

To think that he should deceive me !
Foolish fellow ; to suppose he could be pardoned !

II. The *Gerundial Infinitive* does the work of an adjective or an adverb and may be used—

(i) To *qualify a verb* ; as :—

We eat to live. We do not live to eat. We wept to see the sight.

(ii) To *qualify an adjective* ; as :—

We are very glad to see you. I am sorry to hear of his illness. He is too weak to walk.

(iii) To *qualify a noun* ; as—

Here is a house to let. You will have no cause to repent. The boy has no slate to write on. Give him a light to read by. Please show him a room to sleep in.

(iv) To *introduce a parenthesis* ; as—

To speak plainly, I have no faith in this man. To be sure, he is not an honest man. To tell the truth, I quite forgot my promise. He was, so to speak, near dead with fear.

THE PARTICIPLE

A *Participle* is a verb and adjective combined.

Participles are of three kinds—

1. The *Present Participle*.
2. The *Past Participle*.
3. The *Perfect Participle*.

The Present Participle active is formed by adding -ing to the verb, and represents an action as going on or incomplete or imperfect. For Example—

The boy ran home, crying. I saw Ram going to market. Saying this, he went away. The sage saw a cat pursuing the mouse.

The Past Participle indicates an action already completed. The Past Participle is usually used in the passive voice. For Example—I have got the money sent (that was sent) by him. Lessons learned (that are learned) easily are soon forgotten. Driven by hunger, the man stole rice.

The Perfect Participle denotes an action that has just been finished or an action as completed at some past time. The Perfect Participle (both Active and Passive) is formed by prefixing respectively 'having' and 'having been' to the past participle form of the verb. For example—

Having lost his way, the boy began to cry. Having finished her household work, the woman went to bathe in the river. Having been found guilty of murder, the accused was sentenced to be hanged. The letter having been addressed to the wrong house, never reached me.

Participles may be used absolutely with a noun or pronoun going before. For Example—

The father having died, the sons quarrelled among themselves. It being dark, he lost his way. His mother being seriously ill, he could not attend school. Ram having been unjustly beaten, many grew indignant. God willing, I shall see better days. Spring advancing, swallows appear. The work (being) done, they went home. The dinner (being) over, we went to bed. Sword (being) in hand he rushed out.

In each of the above sentences the noun or pronoun which stands independently of the rest of the sentence and is used with the participle (whether expressed or understood) is called the Nominative Absolute; and the phrase containing the Nominative Absolute is called an Absolute Phrase.

Participle used Impersonally

Participles are sometimes used impersonally, i. e. they are used without a noun or pronoun to which they may refer ; as :—

Considering his age, the pickpocket was awarded a light punishment. Roughly speaking, there were no fewer than a thousand people there. Taking everything into consideration, he was justified in doing so.

The *participle* in each of the above sentences is called an **Impersonal Absolute**.

THE GERUND

A *Gerund* is a Verb-noun ending in -ing and has the force of both a noun and a verb. It is, therefore, used as (a) a kind of noun and (b) part of Verb.

Since a Gerund is a verb-noun, it may be used as—

(i) Subject of a verb : as :—

Swimming is beneficial to health.

Fishing and hunting were his amusements.

(ii) Object of a transitive verb : as :—

He has contemplated starting business.

I do not like reading poetry.

(iii) Object of a preposition ; as—

I was late in returning home. Go on telling your story.

(iv) One of two objects, as—

He gave us a warning. Teach me swimming.

(v) Complement, of a verb : as—

Seeing is believing. Borrowing means sorrowing.

(vi) An Epithet Noun ; as :—

He is sitting at his writing-desk. I have bought a sewing-machine.

(vii) Absolutely ; as :—

Playing cards being his aversion, we played chess.

Gerund with Possessives—A noun or pronoun must be in the genitive case, when it is placed before a gerund.

Study these sentences very carefully—

I hope you will excuse my going early. Everything depends on Ram's passing the B. A. examination. I have no faith in his keeping his word. We rejoiced at his being victorious. The master was very much displeased at the servant's being rude.

Look again—

Did you not hear of Indu's having won a prize? The father prides himself on his son's having stood first in the examination. We congratulated him on his having gained a complete victory. I am glad at his being promoted to class VIII.

The Gerund is used as an epithet noun in forming the first number of a compound :—

Drinking-water—the word *drinking* is an epithet noun, because here *drinking* means *for drinking*.

A walking-stick—*walking* is an epithet noun. A walking-stick means a stick for walking.

A talking-house—*talking* is an epithet noun. A talking house means a house where people meet *for talking* (not a house that talks).

Looking-glass ; writing-desk ; cooking-utensils ; waiting-room ; dining-hall ; laughing-gas.

VERBAL NOUNS

A Verbal noun is the same thing as a Gerund but it is preceded by the *Definite article* and followed by the preposition "of". For example—The *reading* of history is interesting. The *passing* of the Matriculation examination is not so easy. The indiscriminate *reading* of novels is injurious.

Distinction Between Participles, Gerunds & Verbal Nouns

A Present Participle is that form of the verb which ends in *-ing* and serves the double function of a *Verb* and an *Adjective*, as—I saw a girl *carrying* a basket.

A Gerund is that form of the verb which ends in *-ing* and serves the double function of a *Noun* and a *Verb* ; as—He is fond of *hoarding* money.

A Verbal noun does the work of a noun, but it is preceded by the Definite article and followed by the preposition "of" ; whereas a Gerund has no article preceding it and no preposition following it ; as—The teaching of English requires much experience.

Further Examples of Participles & Gerunds

The man can lift a stone *weighing* two maunds. The man makes his living *by begging*. He amused us very much *by singing* a funny song. I have profited much *by conversing* with the saint. *On hearing* the news of her son's death the woman swooned away. *On getting* information from the public the Magistrate went to the place of occurrence. I started for Calcutta *on receiving* my brother's letter.

Even a bird shows great courage in defending its young ones. In *alighting* from the train he fell over a bag on the platform. In *relieving* the poor he had to make a considerable amount of sacrifice.

AGREEMENT OF THE VERB WITH THE SUBJECT

A Finite Verb must be in the same number and person as the subject.

1. If two singular Subjects joined by 'and' refer to the same person or thing, the verb must be Singular : as :—

That great actor and dramatist *is* dead. Here is my friend and benefactor. The printer and publisher of the 'Advance' *was* arrested yesterday.

2. If two nouns connected by 'and' refer to two different persons or things, the verb must be *Plural* ; as—

The orator and the statesman *are* dead. The printer and the publisher *were* arrested yesterday.

3. If two Subjects joined by 'and' are regarded as denoting a single idea, the verb may be in the singular ; as—

Peace and order *was* soon restored. Curry and rice *is* my favourite food. A hue and cry *was* raised. The horse and carriage *is* at the door.

4. When two Subjects are connected by "and not" the verb agrees in number and person with the *first subject* : as—Hari, and not we, *has done* this. You, and not Jadu, *are* to blame.

5. When two or more singular Subjects (connected by 'and') are preceded by *every* or *each*, the verb must be Singular ; as—

Every boy and every girl *was* shouting for joy. Each door and each window *is* to be painted anew. Every man, woman and child *was* assaulted by the robbers. Each day and each hour *brings* its duty.

6. When two or more singular subjects are connected by *either... or, neither.....nor*, the verb is put in the Singular ; as—Either Ram or Jadu *was* there. Neither food nor water *was* to be found there.

7. When two Subjects connected by 'or', 'nor', are of different numbers, the verb is in the Plural, and the Plural Subject must be placed *before* the verb ; as—

Hari or his *brothers have* beaten Jadu. Neither the Headmaster nor the Assistant Masters *were* present.

8. When two Subjects separated by 'or' 'nor' are of different persons, the verb agrees in *person and number with the Subject nearest to it* ; as—

Either he or you *are* guilty. Either you or he *is* guilty. Either he or I *am* mistaken. Neither Ram nor his friends *are* to blame.

9. When two Subjects are connected by *as well as* the verb agrees with the *first Subject* : as :—

I *as well as* you *am* to blame. You *as well as* I *are* to blame. The leader *as well as* his followers *has* been arrested.

10. When a plural noun represents a singular quantity, it is followed by a *singular verb* ; as :—

Five miles is not a long distance. *Fifty rupees* is enough for the purpose.

ADVERBS

1. As a rule, an **Adverb** modifies a **Verb**, an **Adjective** or another **Adverb**.

Besides, **Adverbs** may also modify—

(a) a **preposition** ; as :—

At what hour is the sun *right above* the head ?
The bullet passed *right through* his heart.

(b) a **conjunction** : as :—

We have not heard from him *ever* since he left home.
We should not despise any one *simply* because he happens to be poor.

(c) a **whole sentence**—When an *adverb* modifies a whole sentence, it must stand at the beginning of the sentence ; as—

Fortunately my brother was not present there. *Luckily* my brother did not receive any injury. *Evidently* there is a mistake here.

2. Interrogative Adverbs & Relative Adverbs

Interrogative Adverbs are those adverbs which are used for asking questions : e. g, *why, when, how, where* etc.

Relative Adverbs are the same in form as the **Interrogative Adverbs**.

Such words as *when, where, why, how*, etc. when they like **Relative pronouns**, relate or refer to some antecedent, expressed or understood, are called **Relative Adverbs** ; as :—

I know the place *where* he lives. Here '*where*' is an adverb because it modifies the verb '*lives*'. '*Where*' is also a conjunction, because it joins the two sentences—
(1) I know the place. (2) He lives. Hence **Relative Adverbs** are called *conjunctive adverbs*.

Thus a **Relative Adverb** has the force of both an *adverb* and a **Conjunction**.

Further Examples of Relative Adverbs ; as—

(a) *The Antecedent Expressed*

No one knows the time *when* Ram Babu comes.
None can tell the reason *why* he has left home. I do

not know the process *how* he has worked (not, worked out) the sum.

(b) *The Antecedent Understood*

No one knows *when* Rimbabu comes. None can tell *why* he has left home. I do not know *how* he has worked the sum.

3. "The" as a Relative Adverb.

"The" is often used as a *Relative Adverb*, and as such it is always followed by the antecedent "the", which is a *Demonstrative Adverb*.

The more he gets the more he wants.

The first 'the' (which means *by how much*) is a *Relative Adverb*, having for its antecedent the second 'the' (=by so much), which is a *Demonstrative Adverb*.

4. *Genitival Adverbs*—There are some adverbs which are formed from *Possessive nouns*. These are called *Genitival adverbs*; as—

Needs=of need, necessarily. *Once*=of one time. *Twice*=of two times. *Always*=of all ways. *Sometimes*=of sometime. *Else*=of another.

He must *needs* go there.

In the above sentence 'needs' is really a possessive case, with the apostrophe before the 's' omitted. So *needs*=*need's*=of need=of necessity=necessarily.

Needs has, therefore, become an *Adverb*. It is called a *Genitival Adverb*, because it is formed from a *Possessive noun*.

COMPARISON OF ADVERBS

There are some *Adverbs* which have three degrees of comparison like *Adjectives*.

(i) If the *Adverb* is of one syllable, the *Comparative* is formed by adding *er*, and the *Superlative* by adding *est*, to the *Positive*; as Ram spoke *loud* (positive degree). Shyam spoke *louder* (comparative) than Ram. Indu spoke *loudest* (superlative) of the three.

Note—'The' is not generally used before the *Superlative Degree of an Adverb*.

(ii) Such Adverbs as end in -ly form the Comparative by adding *more* and the Superlative by adding *most* to the Positive ; as :—

Ramesh can write *swiftly* (positive). Suresh can write *more swiftly* than Ramesh can (Comparative). Of all the boys Bhabesh can write *most swiftly* (Superlative).

But the adverb 'early' has 'earlier' and 'earliest' for its Comparative and Superlative respectively : e.g.

Ram came *early*. Shyam came *earlier* than Ram. Hari came *earliest* of all.

CORRECT USES OF SOME ADVERBS

Very

Very as an adverb is used to modify :

- (i) An *adjective* (in the positive degree) as :—
The boy is *very* modest.
- (ii) An *adverb* ; as :—
We rose *very* early. He wept *very* bitterly.
- (iii) A *participle adjective* ; as :—The scenery of Kashmir is *very* charming. This is *very* perplexing.

Much

Much as an adverb is used to qualify—

- (i) An *adjective* in the Comparative degree : as—
He is *much* better than Ram.
She is *much* more beautiful than Kamala.
- (ii) An *adverb* in the Comparative degree ; as :—
Ram can run *much* faster than Indu.
She can write *much* more swiftly than Bela.
- (iii) A *past participle* ; as :—
I am *much* surprised to hear of his failure.

N. B. 'Very' never qualifies a *past participle*. But it is often used with such *past participle* as *tired*, *pleased*, *fatigued*, *dejected*, etc. I am *very* tired.
I am *very* pleased with him.

(iv) *Much* may also modify a verb, and as an adverb it may stand before or after a verb ; as :—I *much* regret.
I like it *very much*.

(v) *Much* is used to intensify the Superlative degrees of adjectives ; as :—He is *much* (—very decidedly) the wisest man in the village.

Too

Too implies *more than enough* or *excess of anything*. *Too* is used in a negative sense ; as :—The news is *too* good to be true (=the news is so good that it cannot be true).

Study these sentences—

The tree is *too* high for me to climb. He speaks *too* fast to be understood. My heart is *too* full of words. The bride is *too* young for the bridegroom. The boy is *too* old for class V. This fact is *too* evident to require proof. It is never *too* late to mend. He is *too* proud to beg.

Since

Since signifies *from the present time dating backwards*.

I saw him three weeks *since* (ago).

He came here a month *since* (ago).

Since and *ago* are precisely synonymous.

Enough

We have walked far *enough*. I have lived here long *enough*. It is good *enough* for my purpose. He is strong *enough* to lift this heavy weight. The girl is intelligent *enough* to understand this.

Note :—*Enough* as an adverb is placed after the adjective it governs.

PREPOSITIONS

1. Participle Prepositions ; as :—

Adjoining, considering, concerning, regarding, respecting, pending, touching, during, owing (to), according (to), notwithstanding etc.

Illustrations

I should like to talk with you *concerning* this matter.

Considering his age, he should be leniently dealt with.

Will you go home *during* the Puja holidays ?

Pending confirmation by the High Court, the execution of the murderer remains postponed.

Disguised Prepositions : as :—The king went out a-hunting (=on hunting). He saw the will-o'-the-wisp (o=of). It is 12 o'clock (o'clock=of the clock). He has gone a-fishing (=on fishing).

Some Prepositions Distinguished

(1) **At, in**—At is used before names of villages and small towns, while In is used before countries and large towns such as London, Calcutta, Bombay ; e. g. He lives in Calcutta. Ram Babu is now at Dacca.

At is also used in speaking of things at rest ; e. g. He is at the top of the class. He is at home.

In denotes rest or position within a space : e. g. He is in the room.

In is also used to denote a place inside anything ; e. g. We travelled in a crowded train (but we shall travel on the first train). We did not find him in the house.

(2) **To**—To is used in speaking of place ; e. g. He has gone to school. He walked to the end of the street.

Into denotes motion from without to a place within anything ; e. g. He walked into the garden. The snake crawled into its hole. He jumped into the water.

Into also denotes change from one state into another : e. g. Render the Bengali passage into English. The mouse was changed into a cat. Water may be converted into ice.

(3) **In, on, to**—In is used to denote a place within the frontier of a country ; e. g. Mysore is in the south of India.

On is used to denote a place on the frontier of a country e. g. The Himalayas lie on the north of India.

To is used to denote a place outside the frontier of a country : e. g. Tibet is to the north of India. Ceylon is to the south of India.

(4) **In, after**—in denotes at the end of some future period : e. g. I shall go there in a month (at the end of a month).

After denotes a past space of time : e. g. He went *after* a month.

(5) On, upon—On is used in speaking of things at rest ; e. g. Sit *on* the bench. He is sitting *on* a chair.

Upon is used in speaking of things in motion ; e. g. The cat sprang *upon* the table.

(6) Between, among—Between is used in respect to two persons or things, and among is used in respect to more than two ; e. g. Divide the orange *between* the two boys. Divide these oranges *among* these three boys. There is a real friendship *between* the two. He fell *among* thieves. Steamers ply *between* Narayanganj and Goalundo.

Between is also used to indicate reciprocity between more than two persons ; e. g. A treaty exists *between* these three countries. There was a league *between* England, Russia and France.

(7) In, among—In is used before collective, singular nouns ; while among is used before collective plural nouns, e. g. I saw him *in* the crowd. He was *among* the people.

(8) Beside, besides—Beside means by the side of. The boy came and sat *beside* his mother. We sat *beside* the fire warming our hands.

Besides means in addition to. I have other books *besides* this. *Besides* nursing the patient, Ram helped him with money. *Besides* being fined, he was sentenced to six months' rigorous imprisonment.

(9) Before, for—Before denotes a point of time, and is used both in negative and affirmative sentences ; while for denotes a space of future time, and is used with negative sentences ; e. g. He will not read *for* an hour (not, *before* an hour). He will read *before* 8 o'clock (affirmative). He will not read *before* 8 o'clock (negative).

(10) By, within—By refers to a point of time ; within refers to a period of time ; e. g. You will come here *by* four o'clock. You will come here *within* an hour.

(11) With, by—'With' often denotes the instrument employed for doing anything and 'by' denotes the agent

or *doer* ; e. g. The tiger was killed by a man (*agent*) with a rifle (*instrument*). The tree was cut down by the woodcutter (*agent*) with an axe (*instrument*). He cut his finger with a knife.

(12) Since, from, for—(a) As a preposition, *since* is used before a noun or phrase denoting some point of time, and is always preceded by a verb in the present perfect tense or the present perfect continuous tense ; e. g. *Jadu has been absent from school since yesterday. I have not seen him since April last. It has not rained since the day before yesterday. He has been waiting for you since morning. I have been teaching him Grammar since nine o'clock.*

(b) *From* is also used before a noun or phrase denoting some point of time, but used with all tenses except with the present perfect tense and the present perfect continuous tense : e. g. *He commenced work from 3rd March. He commences work from today. He will commence work from tomorrow.*

(c) As preposition, '*for*' is used before a noun denoting some period of time, and is used with all the tenses ; e. g. *I shall work for three days. I waited for him for two hours. I have not seen him for a long time. Indu has been at this school for four years. I have been studying in this college for two years.*

CONJUNCTIONS

A Conjunction is a word that simply joins together words or sentences : as—*Ram and Hari are brothers. Ram is writing a letter, and Hari is reading a book.*

Conjunctions are divided into two classes : *Co-ordinating* and *Subordinating*.

(1) A *Co ordinating Conjunction* is one that joins together clauses of *equal importance*, that is the clauses that are independent of each other : as—*My brother is well but my sister is ill. Walk quickly, else you will not overtake him.*

Subordinating Conjunctions

One sentence becomes *subordinate* to another on which it depends for its full meaning.

The Dependent sentence is that to which some Subordinating conjunction is prefixed.

A dependent sentence is also called a *Subordinate Clause*.

CORRELATIVES

Words which go in pairs are called *Correlatives* : as :

(1) *As...as*—He is *as good* a player *as* your brother (is). He ran *as fast* as he could. You may take *as many* mangoes *as* you like. Pour *as much* water into this vessel *as* it holds.

(2) *As...so*—As you sow, so will you reap.

(3) *So...as*—There is no fruit *so sweet as* a mango. He is not *so intelligent* a boy *as* Ram. He is not *so good as* I expected him to be. It is not *so cold* in Darjeeling *as* in Simla.

(4) *So.....that*—*So fast* did he run *that* I could not overtake him.

(5) *Such.....as*—Bring me *such* mangoes *as* are ripe. His treatment was *such as* I have never received from anybody else. His answer was *such as* I expected him to give.

(6) *Such.....that*—He behaved in *such* a manner *that* all condemned him. He made *such* an eloquent and impressive speech *that* the audience were kept spell-bound.

(7) *The same.....as or that*—This is the *same* man *that* I met by the river-side yesterday. My trouble is the *same as* yours (is).

(8) *Both.....and*—He is *both* foolish and obstinate. The accused was *both* fined *and* sentenced to imprisonment. He is *both* a fool *and* a knave.

(9) *Not only.....but also, but as well*—He is not *only* brave, *but also* truthful. *Not only* Ram *but* all the other boys *also* made a noise.

(10) *Rather.....than*—I would *rather* beg *than* earn a living by foul means.

(11) No sooner.....than—No sooner had he reached home *than* the storm burst. No sooner did they enter the forest *than* they heard the roar of a lion.

(12) Scarcely, hardly.....when—We had *scarcely* reached school *when* the rain came on. *Scarcely* had he come out of the house. *when* it collapsed. *Hardly* had he sat down in the chair *when* it gave way.

PHRASES, CLAUSES AND SENTENCES

We have already learnt that a sentence is a collection of words expressing a complete idea or thought.

Again, within the sentence itself, there may be other groups of words known as 'Phrases and Clauses'.

These Phrases and Clauses are parts of the whole sentence. And we shall now see what is their relation to the sentence. They are used as a substitute for words or parts of speech. They perform the function of Nouns, Adjectives or Adverbs, as the case may be, and are known as Noun Phrases, Adjective Phrases and Adverb Phrases.

Examine the following sentences :—

Ram Babu is a *wealthy* man. Ram Babu is a man of *great wealth*. Ram Babu is a man *who has great wealth*.

These three sentences mean practically the same thing. In each of the above sentences, we get a statement—Ram Babu is a man (of a particular sort). Then comes the question—What sort of man is Ram Babu ?

In the first sentence, this is answered by the single word *wealthy* which is an Adjective.

In the second, this is answered by a phrase—*of great wealth*. The group of words '*of great wealth*' tells us what sort of man Ram Babu is. It qualifies Ram Babu just as the Adjective *wealthy* does. It, therefore, does the work of an Adjective, and is called an Adjective Phrase.

In the third, this is answered by a clause—'*who has great wealth*'. The group of words, *who has great wealth*,

also describes the man ; that is, it qualifies the noun *man* and so does the work of an Adjective. And since the group of words contains a Subject and a Predicate of its own, it is called an Adjective Clause.

Let us now study these sentences :

Jadu started for home *early*. (started when ?) Jadu started for home *at daybreak* (started when ?) Jadu started for home *when it was dawn*. (started when ?)

The three sentences mean practically the same thing.

In each of the above cases the main sentence is the same ; *Jadu started for home*. Then comes the question—*when did he start for home ?*

In the first sentence, it is answered by the single word '*early*' which is an adverb.

In the second, this is answered by a phrase—*at daybreak*. The group of words *at daybreak* tells us when Jadu started. It modifies the verb *started* just as the adverb *early* does. It therefore *does the work of an Adverb* and is called an Adverb Phrase.

In the third, this is answered by a clause—'*when it was dawn*'. The group of words *when it was dawn* does the work of an adverb as it modifies the verb *started*, showing *when the action was performed*. And since, unlike a phrase, it (the group of words) has a subject (*it*) and Predicate (*was dawn*) of its own, it is called an Adverb Clause. But though an Adverb Clause is like a sentence, it is part of an entire sentence.

Thus we find that both Phrases and clauses are *parts of a sentence*, and they are used to perform the function of a word or part of speech.

More About Phrases

A Phrase is a group of words which has within itself neither subject nor predicate and is equivalent to a single *part of speech*.

In fact it is only used as a substitute for a word modifying some other part of the sentence to which it belongs. For example—

He is a man of good character. He spoke in a loud voice. To win a prize is his ambition. He likes to play now.

Phrases are *Prepositional*, *Participle*, or *Infinitive*.

A *Prepositional Phrase* begins with a *preposition* ; as, He is a boy of great intelligence. Ram is in danger.

A *Participle Phrase* begins with a *participle* (present or perfect) ; as, I saw many men dwelling in the hills. Having finished our work, we went home.

An *Infinitive Phrase* begins with an *Infinitive* ; as, to swim is a good exercise. The boy wants to go home. He appears to be honest. Ram seemed to have been ill.

Phrases may also be divided under three heads : *Noun Phrase*, *Adjective Phrase*, *Adverb Phrase*.

We shall first begin with *Adjective Phrases*.

1. Adjective Phrases

An *Adjective Phrase* is a group of words that does the work of an *Adjective*, and may be :

1. A *Prepositional Phrase* : He is a man of great wisdom. He is a boy without fear. He is a man with kindly nature.

2. A *Participle Phrase* : He lives in a house belonging to *Jadu Babu*. This is a book written in English. Having passed his *Matriculation Examination*, he entered college.

3. An *Infinitive Phrase* : He has no water to drink. This is a mistake to be remedied.

Study the following pairs of sentences :

1. (a) Hari Babu is an honourable man. (*Adjective*)
(b) Hari Babu is a man of honour. (*Adj. Phrase*)
2. (a) He is a very intelligent boy. (*Adjective*)
(b) He is a boy of great intelligence. (*Adj. Phrase*)
3. (a) The man is very serviceable to me. (*Adjective*)
(b) The man is of great service to me. (*Adj. phrase*)

4. (a) Iron is very *useful*. (Adjective)
(b) Iron is of *great use*. (Adjective phrase)
5. (a) That was a *cowardly* act. (Adjective)
(b) That was an act of *cowardice*. (Adj. Phrase)
6. (a) This is a very important matter. (Adjective)
(b) This is a matter of *great importance*. (Adj. phrase)
7. (a) He is *well*. (Adj.)
(b) He is in *good health*. (Adj. phrase)
8. (a) I like to see a *smiling* face. (Adjective)
(b) I like to see a face with a *smile* on it. (Adj. phrase)
9. (a) He is *friendless*. (Adjective)
(b) He is man *without a friend*. (Adj. phrase)
10. (a) This is a *heavy* load. (Adjective)
(b) This is a load of *great weight*. (Adj. phrase)
11. (a) Nobody likes a *bad-tempered* man. (Adjective)
(b) Nobody likes a man *with a bad temper*. (Adj. phrase).
12. (a) He led a *blameless* life. (Adjective)
(b) He led a *life devoid of blame*. (Adj. phrase)

II. Adverb Phrases

An *Adverb Phrase* is a group of words that does the work of an Adverb. An Adverb can often be replaced by an equivalent Adverb Phrase. An Adverb or Adverb Phrase is generally found by asking the question *how* or *when* ? or *where* ? before the verb.

Study the following pairs of words :—

1. (a) He fought *bravely*. (How ?—Adverb)
(b) He fought *with bravery* or *in a brave manner*.
(How ?—Adverb phrase)
2. (a) He did his work *carelessly*. (How—Adverb)
(b) He did his work *without any care*. (How—Adverb phrase)
3. (a) He behaved *rudely*. (How ?)
(b) He behaved *in a rude manner*. (How ?)
4. (a) He has written *beautifully*. (How ?)
(b) He has written *in a beautiful style*. (How ?)
5. (a) He ran *quickly*. (How ?)
(b) He ran *with great speed*. (How ?)

6. (a) The dying man replied *feebly*. (How ?)
 (b) The dying man replied in *a feeble voice*. (How ?)
7. (a) I thank you *heartily*. (How ?)
 (b) I thank you *with all my heart*. (How ?)
8. (a) Rice is scarce *now*. (When ?)
 (b) Rice is scarce *in these days*. (When ?)
9. (a) This thing can be had *everywhere*. (Where ?)
 (b) This thing can be had in *all places*. (Where ?)
10. He fell *down*. (Where ?)

III. Noun Phrases

A Noun Phrase is a group of words that does the work of a Noun. A Noun Phrase can be :—

1. The Subject of a verb.
2. The Object of a transitive verb.
3. The Object of a preposition.
4. In Apposition to a noun.
5. The Complement of a verb of incomplete predication.

Look at the following sentences :—

Early to rise is good for health. *His getting this job*, depends upon *his passing the B. A. examination this year*. He loves to *play marbles*. He prefers living in *a hotel*. I have engaged a tutor, *a man of great learning*. Wordsworth is *a poet of Nature*.

In the first sentence, the group of words, *early to rise* is the subject of the verb *is*. Similarly, the group of words, *his getting this job*, is the subject of the verb *depends* in sentence 2. Hence these two groups of words *do the work of a Noun*.

In the third, the group of words, *to play marbles*, is the object of the verb *loves*. Similarly, the group of words, *living in a hotel*, is the object of the verb *prefer* in sentence 4, and the group of words, *his passing the B. A. examination this year*, is object of the preposition *upon* in sentence 2. Hence these three groups of words *do the work of a noun*.

In the fifth, the group of words, *a man of great learning*, is in apposition to the noun *tutor*. Hence the group of words *does the work of a Noun*.

In the sixth, the group of words, *a poet of Nature*, is the complement of the incomplete verb *is*. Hence the group of words *does the work of a Noun*.

CLAUSES

A Clause is a group of words which forms a sentence, with *one subject* and *one finite verb*, but which is part of an entire sentence and cannot stand by itself.

Like the phrase, a *clause* is a part of a sentence and cannot stand by itself, for it does not make complete sense apart from the sentence to which it belongs.

Again, like the phrase, a *clause* is used as a substitute for a word or part of speech; it does the work of a Noun, Adjective, or Adverb, as the case may be; and so we get *Noun Clauses*, *Adjective Clauses* and *Adverb Clauses*.

Look at the following sentences :—

- (1) I do not know the man *who came here yesterday*.

The italicized expression is a clause: it has a subject, *who*, and a finite verb, *came*; but it makes no sense apart from the noun, *man*, in the main sentence, *I do not know the man*.

- (2) *When day dawned*, the traveller started on his journey.

The italicized expression is a clause; it contains a subject, *day*, and a finite verb, *dawned*, but it does not convey any complete meaning apart from the main sentence upon which it depends—viz, that *the traveller started on his journey*.

- (3) I do not know *if he will come*.

The italicized expression is a clause; it has a subject *he*, and a finite verb, *will come*, but it gives no meaning apart from the verb, *know*, in the main sentence, *I do not know*.

Thus we find that a clause cannot stand by itself and depends entirely upon a principal or main sentence for a complete expression of its meaning.

KINDS OF CLAUSES

There are three kinds of clauses :

Principal (or main), Subordinate, Co-ordinate.

The Principal Clause is the principal part of the entire sentence, and upon this the rest of the sentence depends. The Principal Clause stands by itself and is capable of conveying good sense by itself.

Take the following example : I shall tell you the story which you wanted to hear from me.

The Clause, *I shall tell you the story*, stands by itself and would be quite intelligible even though the rest of the sentence (which you wanted to hear from me) were omitted.

Since it does not depend upon any other clause, it is called the Principal Clause.

But the clause, *which you wanted to hear from me*, cannot stand by itself, since it does not make good sense by itself. It is dependent on the Principal Clause *I shall tell you the story*. It is therefore called a Subordinate or Dependent Clause.

A Subordinate Clause—is so called because it is dependent on the Principal Clause for the full meaning of the sentence.

A sentence which has a Principal Clause with one or more Subordinate Clauses is called a Complex Sentence.

Co-ordinate Clauses are equal in rank. They do not depend upon one another as the Subordinate Clause depends upon the Principal Clause. They are independent sentences joined together by Co-ordinating Conjunctions. Each Co-ordinate Clause conveys a complete meaning by itself.

Clauses which do not depend upon one another for a complete expression of their meaning are called Co-ordinate Clauses. Co-ordinate means equal in rank.

Take the following examples :

(1) God made the country, *and* man made the town.

(2) I approached him for help, *but* he refused it.

The entire first sentence consists of two parts.

(i) God made the country. (ii) Man made the town.

The two parts are joined by the Co-ordinating Conjunction *and*.

Each part contains a subject and a finite verb of its own. Each part is therefore a sentence which is part of one whole. In other words, each part is a clause. But each clause conveys a complete meaning by itself and can therefore stand by itself. So we can say that these two clauses are independent of each other or of the *same rank*. They do not depend one upon another ; and hence they are called *Co-ordinate Clauses*.

The entire second sentence is also composed of two clauses which are independent of each other and each of them conveys a complete meaning by itself. These two clauses are joined together by the Co-ordinating Conjunction *but* ; hence they are called *Co-ordinate Clauses*.

A sentence which consists of two or more Co-ordinate Clauses joined together by a Co-ordinating conjunction is called a *Compound Sentence*.

More About Subordinate Clauses

There are three kinds of Subordinate Clauses:

The Noun Clause, the Adjective Clause, and the Adverb Clause.

A *Noun Clause* is a Subordinate Clause which does the work of a noun.

He expects success. (Noun).

He expects that he will succeed. (Noun clause).

Noun Clauses are usually introduced by the conjunction *that* or by some interrogative word ; as, *who*, *what*, *when*, *where*, *how*, *whence*, *whether*, *why*, etc.

The Noun Clause can be :

1. The Subject of a verb.
2. The Object of a transitive verb.
3. The Object of a Preposition.
4. The Complement of a verb of incomplete predication.
5. In Apposition to a Noun.
6. In Apposition to the Pronoun *it*.

Subject of a verb—

(1) *That he will pass the examination* is certain. "That he will pass the examination" is a noun clause, subject of the verb—is.

(2) *When he will come back* is not known to anybody. "When he will come back" is a noun clause, subject of the verb—is known.

(3) *How far he will succeed* depends upon his labour.

"How far he will succeed" is a noun clause, subject of the verb—depends.

Object of a verb—

(1) He said that *he would come back soon*. "He said" is the Principal clause, and "that he would come back soon" is a subordinate Noun clause, object of the transitive verb said.

(2) He explained to us *how he had worked the sum*. "He explained to us" is the Principal clause, and "how he had worked the sum" is a Noun clause, object of the transitive verb explained.

(3) Tell me *why you did not carry out his order*.

(4) I do not know *who has beaten him*.

(5) Can you say *what has become of him*.

(6) I asked the boy *how old he was*.

(7) He earns *whatever he can*.

Object of a Preposition—

(1) We cannot rely on *what he says*. "What he says" is a Noun clause, object of the preposition—on.

(2) His success depends upon how he works these three months.

(3) There is no meaning in what you say.

(4) He is a man of fine character except that he is rather a little timid.

Complement of a verb (to be)—

(1) This is *what I expected*. "What I expected" is a Noun clause, complement of the verb is.

(2) My belief is that he will not contribute anything to the fund.

(3) Her constant prayer was that the child might not die.

(4) My request will be that I may be allowed to resign.

(5) The question is whether he will agree to the terms offered by me.

(6) The thing is that he has not acted up to my instructions.

In Apposition to a Noun—

(1) The news that he has passed in the first division has given us much pleasure.

"The news has given us much pleasure" is the principal clause; "that he has passed in the first division" is a noun clause, in apposition to the noun news.

(2) The report that my brother behaved very badly in the class has reached my ears.

(3) Nobody believes the rumour that he is coming home back.

(4) He made a promise that he would help me.

(5) He gave me the assurance that he would appoint me to this post.

(6) You must not forget this, that honesty is the best policy.

(7) The fact that he will pass the examination in the first division admits of no doubt.

(8) For the present he has abandoned the idea that he will make a world tour.

In Apposition to the Pronoun 'it'—

- (1) It is not known *when he will come back.*
- (2) It is quite evident *that you have made a mistake.*
- (3) It is unfortunate *that he is guilty.*
- (4) It is clear *that he is guilty.*

Each of the italicized clauses is a Noun clause, in apposition to 'it'.

The Adjective Clause

An Adjective Clause is a subordinate clause which does the work of an Adjective, and so qualifies some noun or pronoun in the principal clause.

Adjective clauses are introduced by the restrictive relatives, such as—*that, as, but, why.* Adjective clauses are also introduced by other relatives and relative adverbs, such as—*who, which, when, where, etc. when* they are used in a restrictive sense.

(1) This is the very man *who came here yesterday.* "Who came here yesterday" is a subordinate adjective clause, because it qualifies or restricts the antecedent—**man**.

(2) I have got the book *that I lost.*

(3) There is no mother *but loves her child.* "But (=who does not) loves her child" is a subordinate adjective clause. It qualifies or restricts the noun—**mother**.

(4) I do not know the reason *why he has left the place.* (5) This is the place *where the accident took place.*

(6) I do not know the time *when he will go home.*

(7) Such boys *as will make a noise in the class* shall be punished.

(8) The house we lived in has fallen down = The house *in which we lived* has fallen down. "In which we lived" is a subordinate Adjective clause. It qualifies the noun—**house**.

(9) The plan you acted on has answered well = The plan *on which you acted* has answered well.

The Adverb Clause

An Adverb Clause is a Subordinate Clause which does the work of an Adverb. It may therefore modify some verb, adjective, or adverb in some other clauses.

Adverb Clauses express—Time, Place, Cause, Manner or Extent, Comparison or Degree, Effect, Purpose, Condition, Contrast.

Adverb clauses of time, are generally introduced by the Relative Adverbs of time—*when, while, whenever, since* etc., or by the subordinating conjunctions—*before, after, till, until, etc.* For Example—

(1) I left the place *when he came*.

“When he came” is an adverb clause; it qualifies the verb—“left” in the Principal Clause.

(2) I had started for Calcutta *before I received his letter*.

Adverb Clauses of Place are generally introduced by the relative adverbs—*where, whither, whence, wherever* etc. For Example—

(1) Stay *where you are*.

(2) The dog follows his master, *wherever he goes*.

Adverb Clauses of Cause are generally introduced by the Subordinating Conjunctions—*because, since, that, for, whereas, as, inasmuch as* etc. For Example—

(1) He hopes to be successful, *because he has worked hard*.

The italicized clause is an Adverb Clause; it qualifies the adjective—“successful” in the principal clause.

(2) I am glad *that he has passed the examination*.

“That he has passed the examination” is an Adverb clause; it qualifies the adjective ‘glad’.

Adverb Clauses of Degree—are generally introduced by—*than, as and the* etc. For Example—

(1) Ram is more intelligent *than Hari* (is intelligent).

“Than Hari is intelligent” is an adverb clause. It qualifies *more* in the principal clause.

- (2) Ram is as intelligent as you (*are intelligent*).

"As you are intelligent" is an adverb clause : it qualifies "as" in the Principal clause.

Adverb Clauses of Extent or manner are generally introduced by *as, as much as, so far as, etc.* Example—

- (1) Men will reap *as they* sow.
(2) Do *as they* do.

Adverb Clauses of Effect are generally introduced by—*that, so that, etc.* For Example—

- (1) He worked so hard *that he fell sick*.

The italicized clause is an adverb clause. It qualifies the adverb "*so*" in the Principal clause.

- (2) The stone was very heavy, *so that nobody could lift it*.

Adverb Clauses of Purpose are generally introduced by—*that, in order that, lest.* For Example—

- (1) He is working hard *that he may be successful*.
(2) He is reading hard *in order that he may win the first prize*.

Adverb Clauses of Condition are generally introduced by—*if, provided, unless, etc.* For Example—

- (1) *If he came*, I would go.
(2) I am ready to make a contract with you, *provided (on condition that) you give me Rs. 2000 in advance*.

Adverb Clauses of Contrast are generally introduced by—*though, although, considering that ; however, whatever, notwithstanding that, etc.* For Example—

- (1) *Although he attained the highest office*, he was of mediocre ability.
(2) *However rich he may be*, he is not happy.

Who and Which introduce **Adverb Clauses of cause or purpose**.

- (1) Ram, *who (=because he) had committed murder*, was hanged yesterday.

"Who had committed murder" is an adverb clause (not Adjective clause). Here "*who*" is not used in the restrictive sense.

(2) Everybody admires this zeminder, *who*=(because he) *is beneficent to his ryots.*

"Who is beneficent to his ryots" is an Adverb clause.

(5) A general was immediately sent with a large force, *who should* (that he might) *check the advance of the enemy.* (Purpose).

(4) A man must be sent immediately, *who should* (that he might) *deliver the message.* (Purpose).

THE CLASSIFICATION OF SENTENCES

Sentences are divided into three classes according to their structure ; Simple, Complex and Compound.

A Simple Sentence is a group of words which contains only one *subject* and one *finite verb* : The *crowd* in the bazar *was* very busy.

A Complex Sentence is one in which there is one *Principal Clause* with one or more Subordinate clauses. The Principal clause contains the *main verb* of the entire Complex Sentence.

1. I do not know when I shall return. 2. The plan which you propose is a very good one. 3. Since it rained yesterday, I could not go to see you. 4. Ram told me that he had seen my father when he was fourteen.

Each of the above four sentences is a Complex sentence as each of them contains one Principal Clause and one or more subordinate clauses.

The entire first sentence consists of two parts :—

(i) I do not know. (ii) When I shall return.

The sentence *I do not know* is a Principal clause, and the sentence *when I shall return* is a subordinate noun clause, object of the transitive verb *know* in the Principal Clause.

The entire second sentence consists of two parts :—

(i) The plan is a very good one. (ii) Which you propose.

The sentence *the plan is a very good one* is a *Principal Clause*, and the sentence *which you propose* is a *Subordinate clause*. As this subordinate clause is introduced by the Relative Pronoun *which*, it qualifies or restricts the antecedent *plan* in the Principal clause. It is therefore called a *Subordinate Adjective Clause*.

The entire third sentence consists of two parts :—

(i) Since it rained yesterday. (ii) I could not go to see you.

The sentence 'I could not go to see you' is a *Principal Clause* as it gives a complete meaning by itself, and the sentence *since it rained yesterday* is a subordinate clause as it does not carry any complete idea or meaning apart from the sentence 'I could not go to see you.' Again, as this subordinate clause is introduced by the Subordinating Conjunction *since*, it expresses *cause*. It is therefore called a *Subordinate Adverb Clause of Cause*. You will simply say—a *Subordinate Adverb Clause, modifying the verb could go* in the Principal Clause.

The entire fourth sentence consists of three parts :—

(i) Ram told me. (ii) That he had seen my father.
(iii) When he was fourteen.

The sentence *Ram told me* is a principal clause as it conveys a full meaning ; the sentence *that he had seen my father* is a subordinate Noun Clause, object of the verb *told* in the Principal clause and the sentence *when he was fourteen* is a Subordinate Adverb Clause, modifying the verb *had seen* in the Subordinate Noun Clause.

A **Compound Sentence** is one which is made up of two or more Co-ordinate Clauses (independent sentences) joined together by a Co-ordinating conjunction.

Each Co-ordinate Clause of a Compound Sentence may be a Simple sentence or Complex sentence.

Example

(1) I went to Dacca and found him ill.

It is a compound sentence with two co-ordinate clauses.

(i) I went to Dacca. (ii) I found him ill.

These two are connected by the Co-ordinating conjunction, *and*. Here each co-ordinate clause is a *simple sentence*.

(2) I have neither seen him, nor heard of him.

It is a compound sentence with two co-ordinate clauses.

(i) I have not seen him. (ii) I have not heard of him.

Each co-ordinate clause is a *simple sentence*.

(3) One day Bassanio came to Antonio, and told him that he wished to repair his fortune by a wealthy marriage with a lady.

It is a compound sentence with two co-ordinate clauses.

(i) One day Bassanio came to Antonio.

(ii) Bassanio told him that he wished to repair his fortune by a wealthy marriage with a lady.

These two are connected by the co-ordinate conjunction, *and*.

Here the first sentence is a *simple sentence* and the second sentence is a *complex sentence*.

THE ANALYSIS OF SENTENCES

To analyse a sentence is to split it up into the several parts of which it is composed and to show the relation of these parts to one another.

As said before, the essential parts of a sentence (which is a *simple sentence*) are the *Subject* and the *Predicate* without which it could not stand.

So every sentence consists of two parts—the *Subject* and the *Predicate*. They may, however, be enlarged or extended by the use of qualifying words called *Adjuncts*.

Analysis of Simple Sentences

In analysing a *simple sentence* you have to point out—

(1) The *Subject*.

(2) *Adjuncts* to or *Enlargement* of the subject, if any.

- (3) The Predicate-verb.
- (4) The Complement to the Predicate-verb, *if any*.
- (5) Object of the Predicate-verb, *if any*.
- (6) The Adjuncts to the Object, *if any*.
- (7) Adverbial Adjuncts to, or Expansion of the Predicate-verb, *if any*.

THE ANALYSIS OF COMPLEX SENTENCES

In analysing a Complex sentence proceed as follows :—

- (1) Say that it is a Complex sentence.
- (2) Then find out the Principal clause and mark it (A).

(3) And then pick out the subordinate clause or clauses. Mark the subordinate clauses (B), (C), (D) etc. and state the kind and function of each subordinate clause.

When you are asked to analyse a long sentence, you are not required to give a detailed analysis ; you will give only what is called clause analysis ; that is, you will break up the given sentence into its component parts (clauses), so as to show the relation between them.

We give below the clause analysis of some Complex sentences.

Illustrations

- (1) He says that he did not receive the letter which you had written to him.

It is a complex sentence, consisting of the following clauses :—

- A. He says—Principal Clause.
- B. That he did not receive the letter—subordinate Noun clause, object of *says* in A.
- C. Which you had written to him—subordinate Adjective clause, qualifying *letter* in B.

- (2) I know a man who says that he can sleep whenever he likes.

It is a Complex sentence, consisting of the following clauses :—

- A. I know a man—Principal clause.

B. Who says—subordinate Adjective clause, qualifying *man* in A.

C. That he can sleep—subordinate Noun clause, object of *says*—in B.

D. Whenever he likes—subordinate Adverb clause modifying *can sleep* in C.

(3) If you have a friend that will reprove your faults, consider that you enjoy a blessing which the king upon the throne cannot have.

It is a complex sentence, consisting of the following clauses :—

A. (You) consider—Principal clause.

B. That you enjoy a blessing—sub. N. cl., object of *consider* in A.

C. Which the king upon the throne cannot have—sub. Adj. cl. qualifying *blessing* in B.

D. If you have a friend—sub. Adv. cl. modifying *consider* in A.

E. That will reprove your faults—sub. Adj. cl., qualifying *friend* in D.

(4) Every one who knows you, acknowledges, when he considers the case calmly, that you have been wronged.

It is a Complex sentence, consisting of the following clauses :—

A. Every one acknowledges—Principal clause.

B. Who knows you—sub. Adj. cl. qualifying *one* in A.

C. When he considers the case calmly—sub. Adv. cl., modifying *acknowledges* in A.

D. That you have been wronged—sub. N. cl. object of *acknowledges* in A.

(5) He told me that his brother was ill, and (that) he was going to call in a doctor.

It is a Complex sentence, consisting of the following clauses :—

A. He told me—Principal clause,

B. That his brother was ill—sub. N. cl., object of told in A.

C. (That) he was going to call in a doctor—sub. N. cl., object of told in A ; Coordinate with B.

Note the word *co-ordinate* meaning equal in rank. Here both B and C are subordinate Noun clauses, objects of told in A. The two are equal in rank. We can therefore say that C is *co-ordinate* with B.

(6) I know the man who is very patriotic and has done great service to the country.

It is a Complex sentence, consisting of the following clauses :—

A. I know the man—Principal clause.

B. Who is very patriotic—sub. Adj. cl. qualifying man in A.

C. Who has done great service to the country—sub. Adj. cl., qualifying man in A, co-ordinate with B.

(7) He said that he had worked so hard that he was quite tired and would take absolute rest for a few days.

It is a Complex sentence, consisting of the following clauses :—

A. He said—Principal clause.

B. That he had worked so hard—sub. N. cl., object of said in A.

C. That he was quite tired—sub. Adv. cl., modifying so in B.

D. That he would take.....for a few days—sub. Adv. cl. modifying so in B, co-ordinate with B, or you may simply say—*co-ordinate* with C.

(8) We should not punish the man who has committed no fault, and is very good and honest.

It is a Complex sentence, consisting of the following clauses :—

A. We should not punish the man.—Prin. cl.

B. Who (=because he) has committed no fault—sub. Adv. cl., modifying should punish in A.

C. Who (=because he) is very good and honest—sub. Adv. cl. modifying *should punish* in A. Co-ordinate with B, or you may simply say—co-ordinate with B.

(9) He has forsaken his former associate, who has become poor and unfortunate, and is now unable to render any help to him.

It is a complex sentence, consisting of the following clauses :—

A. He has forsaken his former associate—Prin. cl.

B. Who (=because he) has become poor and unfortunate—sub. Adv. cl. modifying *has forsaken* in A.

C. Who (=because he) is unable to render any help to him—Co-ordinate with B.

(10) The other day, when I went to your father, he asked me if I knew anything of the boy that had applied to him for a post.

It is a complex sentence, consisting of the following clauses :—

A. The other day he asked me—Prin. cl.

B. When I went to your father—Sub. Adv. cl. modifying *asked* in A.

C. If I knew anything of the boy—Sub. N. cl. object of *asked* in A.

D. That had applied to him for the post—Sub. Adj. cl., qualifying *boy* in C.

(11) The house we lived in has fallen down=The house in which we lived has fallen down.

(12) The conclusion we arrived at was that the weakest must go to the wall=The conclusion that we arrived at was that the weakest must go to the wall.

(13) He made his living by the presents he received from the men he served=He made his living by the presents which or that he received from the men whom or that he served.

(14) The plan you acted on has answered well=The plan on which you acted has answered well

Note that in each of the above sentences a Relative pronoun is understood.

Further Examples of Clause Analysis of Complex Sentences

(1) His father's courtiers impressed the young man with an early belief that his father's cause was that of Heaven itself, and that Heaven would not fail to befriend him.

It is a Complex sentence, consisting of the following clauses :—

- A. His father's courtiersbelief—Principal clause.
- B. That his father's cause.....Heaven itself—sub. N. cl., in apposition to 'belief' in (A).
- C. That Heaven.....befriend him—sub. N. cl., in apposition to *belief* in (A) and co-ordinate with B.

(2) Blessed is the man that walketh not in the counsel of the wicked, nor standeth in the way of sinners, nor sitteth in the seat of the scornful.

It is a Complex sentence, consisting of the following clauses :—

- A. Blessed is the man—Principal clause.
- B. That walketh not.....the wicked—sub. Adj. cl., qualifying 'man' in (A).
- C. That standeth not.....of sinners—co-ordinate with B.
- D. That sitteth not.....the scornful—co-ordinate with B and C.

(3) If the trunk of a tree, *when young and pliable*, is not made to grow straight, it cannot be straightened afterwards, *when old and stiff*.

It is a Complex sentence, consisting of the following clauses :—

- A. It cannot be straightened—Principal clause.
- B. If the trunk of a tree is not made to grow straight—sub. Adv. cl., modifying *cannot be straightened* in (A).
- C. When it is young and pliable—sub. Adv. cl., modifying verb *is not made* in (B).
- D. When it is old and stiff—sub. Adv. cl., modifying *cannot be straightened* in (A).

(4) The fact that he was two miles distant from the spot where the crime was committed, proves conclusively that he could not have seen the man that did the deed.

It is a Complex sentence, consisting of the following clauses :—

- A. The fact proves conclusively—Principal clause.
- B. That he was.....from the spot = sub. N. cl., in apposition to *fact* in (A).
- C. Where the crime was committed—sub. Adj. cl., qualifying *spot* in (B).
- D. That he could not have seen the man—sub. N. cl., object of the verb *proves* in (A)
- E. That did the deed—sub. Adj. cl., qualifying *man* in (D).

(5) What everybody wanted to know was why he behaved so ill that he was disliked by all who came in contact with him.

It is a Complex sentence, consisting of the following clauses :—

- A. —was—Principal clause.
- B. What everybody wanted to know—sub. N. cl., subject of the verb *was* in A.
- C. Why he behaved so ill—sub. N. cl. complement to the verb *was* in (A)
- D. That he was disliked by all—sub. Adv. cl. modifying the adverb *so* in (C).
- E. Who came in contact with him—sub. Adj. cl., qualifying *all* in (D).

(6) Should (if) you be so unfortunate as to suppose that you are a genius and that things will come to you, it would be well to undeceive yourself as soon as it is possible.

It is a Complex sentence, consisting of the following clauses :—

- A. It would be well to undeceive yourself—Principal clause.
- B. As soon as it is possible—Adv. cl., modifying *undeceive* in A.

- C. Should (if) you be so unfortunate as to suppose—sub. Adv. cl., modifying *undeceive* in A.
- D. That you are a genius—sub. N. cl., object of *to suppose* in C.
- E. That things will come to you—sub. Noun clause, co-ordinate with D, object of *to suppose*.

(7) What seemed particularly odd to Rip was that though these folk were evidently amusing themselves they maintained the gravest faces and the most mysterious silence, and were, withal, the most melancholy party of pleasure he had ever witnessed.

It is a Complex sentence consisting of the following clauses :—

- A. —was—Principal clause.
- B. What seemed particularly odd to Rip—sub. N. cl., subject of the verb *was* in (A).
- C. That they maintained the gravest.....silence—sub. N. cl., complement to the verb *was* in (A).
- D. (That they) were withal the most.....pleasure—sub. N. cl., complement to the verb 'was' in (A) or co-ordinate with (C).
- E. Though these folk were evidently amusing themselves—sub. Adv. cl., modifying *maintained* in (C).
- F. (That) he had ever witnessed—sub. Adj. cl., qualifying *party* in (D).

(8) The astonishing thing is that he did not end in protecting himself by an armour of permanent suspicion and guile, *but* that he would often trust, then after they had proved unfaithful, still be seeking to find if any portion of good remains in that evil nature, as he said on one occasion.

It is a complex sentence consisting of the following clauses :—

- A. The astonishing thing is—Principal clause.
- B. That he did not end.....guile—sub. N. cl., complement to the verb *is* in (A).
- C. That he would often trust—co-ordinate with (B).
- D. Then (he would) still be seeking to find—co-ordinate with B and C.

- E. After they had proved unfaithful—sub. Adv. cl., modifying *would be seeking* in (D)
- F. If any portion.....nature—sub. N. cl., object of the verb *find* in (D).
- G. As he said on one occasion—sub. Adv. cl., modifying *would be seeking* in (D).

(9) "A wolf had a bone that stuck in his throat and gave him so much pain that he ran with a howl, up and down, to ask all whom he met to lend him a kind hand and said he would give a large sum to bird or beast who would take it out".

This is a Complex sentence.

- A. A wolf had a bone (Principal clause).
- B. That stuck in his throat (Subordinate adjective clause, qualifying 'bone' in A).
- C. That gave him so much pain (Co-ordinate to B).
- D. That he ran with a howl, up and down, to ask all to lend him a kind hand (Subordinate adverb clause : qualifies 'so' in C).
- E. Whom he met (sub. adj. cl., qualifying 'all' in D).
- F. That he said (sub. adv. clause : qualifying 'so' in C, co-ordinate to D, or you may simply say—co-ordinate to D).

"That he said" is an adverb clause—why? The construction is—that gave him so much pain that he ran etc.—and that gave him so much pain that he said (not, a wolf said; in that case it would have been a Compound sentence).

- G. He would give a large sum to bird (sub. Noun clause, object to 'said' in F).
- H. He would give a large sum to beast (co-ordinate to G).
- I. Who would take it out (sub. adj. clause qualifying 'bird and beast' in G and H.)

ANALYSIS OF COMPOUND SENTENCES

You have already read that a compound sentence is composed of two or more *co-ordinate* (independent) clauses joined together by some *co-ordinative* conjunction.

A list of the most important of these conjunctions is given below.

Co-ordinative conjunctions—and, but, as well as, because, yet, for, therefore, consequently, nevertheless, neither—nor, either—or, not only—but, so, else, still, then, whereas, while, otherwise, etc.

In analysing a compound sentence you are first to split it up into the co-ordinate clauses, each co-ordinate clause may be a simple sentence or a Complex sentence. You will then analyse each of the co-ordinate clauses *separately* pointing out the conjunctions by which they are connected. In mentioning each of the co-ordinate clauses you are to omit the conjunctions that join the co-ordinate clauses ; but the word *not* is to be inserted, if the conjunctions are neither—nor.

Now study the following examples of the clause analysis of several Compound sentences:—

(1) I approached him for help, but he refused it. This sentence is made up of two co-ordinate clauses. Hence it is called a Compound sentence.

A. I approached him for help.

B. He refused it. Connective—*but*.

Here each co-ordinate clause is a simple sentence.

(2) Nobody can escape death, for all men are mortal.

This sentence also is made up of two co-ordinate clauses.

Hence it is called a Compound sentence.

A. Nobody can escape death.

B. All men are mortal. Connective—*for*.

Here also each co-ordinate clause is a simple sentence.

(3) The boy thanked the gentleman heartily, dried up his tears, and went home.

This sentence is made up of three co-ordinate clauses.

Hence it is called a Compound sentence.

A. The boy thanked the gentleman heartily.

B. The boy dried up his tears.

C. The boy went home. Connective—*and*.

Here also each co-ordinate clause is a simple sentence.

(4) When the old man was gone, God called to Abraham and asked him where the stranger was.

This sentence is made up of two co-ordinate clauses. Hence it is a Compound sentence.

A. When the old man was gone, God called
to Abraham.

B. God asked him where the stranger was.
Connective—*and*

Here each co-ordinate clause is a complex sentence and has to be analysed separately.

Analysis of A

It is a complex sentence.

(a) God called to Abraham—Principal clause.

(b) When the old man was gone—sub. Adv. cl., modifying *called to* in (a).

Analysis of B

It is a Complex sentence.

(a) God asked him—Principal clause.

(b) Where the stranger was—sub. Noun clause, object of '*asked*' in (a).

(5) Macaulay had wealth and fame, rank and power and yet he tells us in his biography that he owed the happiest hours of his life to books.

It is a compound sentence, consisting of two co-ordinate clauses.

A. Macaulay had wealth.....power.

B. He tells us in his.....to books. Connective—*and*

Analysis of A

It is a simple sentence.

Analysis of B

It is a complex sentence.

(a) He tells us in his biography—Principal clause.

(b) That he owed.....to books—sub. Noun clause, object of *tells* in (a).

Analysis of Contracted Compound Sentences

Compound sentences often appear in a contracted form so as to avoid the repetition of the same.

If a sentence is contracted; supply the omitted words before attempting to analyse it.

Illustrations

- (1) Hari as well as his brother is intelligent.

It is a compound sentence, consisting of the following co-ordinate clauses.

A. Hari is intelligent.

B. His brother is intelligent. Connective—*as well as*.
Here each co-ordinate clause is a simple sentence.

- (2) Either he has committed murder or his brother.

It is a compound sentence, consisting of the following Co-ordinate clauses :—

A. He has committed murder.

B. His brother has committed murder.

Connective—*either.....or*.

Here each co-ordinate clause is a simple sentence.

- (3) Ram, not you, has done the work.

It is a Compound sentence, consisting of the following Co-ordinate clauses :—

A. Ram has done the work.

B. You have not done the work.

Here no connective is required.

Each co-ordinate clause is a simple sentence.

- (4) I have neither seen his face, nor heard his name.

It is a Compound sentence, consisting of the following co-ordinate clauses .—

A. I have not seen his face.

B. I have not heard his name.

Connective—*neither.....nor*.

Here each co-ordinate clause is a simple sentence.

- (5) They advanced and retired in perfect order.

It is a compound sentence, consisting of the following Co-ordinate clauses :—

A. They advanced in perfect order.

B. They retired in perfect order. Connective—*and*

Here each co-ordinate clause is a simple sentence.

(6) These things not only did not happen, but could not have happened.

It is a Compound sentence, consisting of the following Co-ordinate clauses :—

A. These things did not happen.

B. These things could not have happened.

Connective—*not only.....but*.

Here each Co-ordinate clause is a simple sentence.

The Co-ordinating uses of—*who, which, when, and where*.

You have already seen that Relatives and Relative adverbs introduce Adjective clauses when they are used in a restrictive sense. In other words, an adjective clause beginning with *who* or *which* or *when* or *where* occurs in a sentence where there is noun or pronoun to qualify.

“But it often happens that clauses introduced by relatives are, as regards their *force of meaning*, co-ordinate with the Principal clause. Such a clause is continuative rather than *definitive* (or restrictive)”. Thus in “I wrote to your brother, who replied that you had not arrived”, the sense of the sentence would be the same if “and he” were substituted for “who”. So in “He heard that the bank had failed, which was a sad blow to him” *which* should be treated as equivalent to “and this” (Mason). I wrote to your brother, who (=and he) replied that you had not arrived. He heard that the bank had failed, which (=and this) was a sad blow to him.

‘When’ and ‘Where’, when equivalent to a co-ordinative conjunction and an adverb, join co-ordinate sentences. In that case, ‘when’ and ‘where’ should be treated as equivalent to—‘and then’, ‘and there’ respectively ; as for example :—

I was walking alone one night, when (=and then) I was met by a man of a peculiar sort. I brought up an orphan till he was twenty, when (=and then) he thanklessly left me.

I went to London, where (=and there) I lived several years. I walked with him to the bridge, where (=and there) we parted.

[See under "Uses of Relative Pronouns", where the matter has been fully discussed.]

Study the following examples so as to ascertain the difference between the Restrictive use and the Continuative use.

Restrictive Use

(1) The boys *who* (not, *and they*) *will make a noise in the class shall be punished.*

Note :—If '*and they*' is substituted for '*who*' then it is meaningless. Here '*who*' refers to the boys for which it stands. It defines the antecedent '*boys*'. Hence the above italicized clause introduced by '*who*' is an adjective clause qualifying the noun '*boys*'. In this way all cases of the restrictive use are to be considered.

(2) I want to see the ring *which* (not, *and this*) *you have bought.*

Note :—If '*and this*' is substituted for *which* then it will carry no meaning. Here '*which*' restricts or limits strictly the antecedent '*ring*'. Hence the above italicized sentence is an Adjective clause qualifying the noun '*ring*'.

Continuative Use

(1) I put many questions to Ram, *who* (=and he) could not answer any of them.

(2) The sheep was skinned alive, *which* (=and this) was a very cruel act.

(3) She lost her only son a year ago, *which* (=and this) was a heavy blow to her.

(4) I was going along the street, *when* (=and then) I met a lame man. *who* (and he) begged me for some pice.

(5) We were resting under the shade of a tree, *when* (=and then) a strange man appeared before us.

- (6) Some years back I visited the temple of Jagannath, *where* (=and there) I noticed a Sannyasi absorbed in meditation.

Further Examples of the Clause Analysis of Compound Sentences

(1) Full of indignation at such inhuman treatment, he was just going to leave the place, *when* he noticed another dwelling, to which he had not yet applied for assistance.

It is a Compound sentence, consisting of the following co-ordinate clauses :—

- A. Full of indignation.....to leave the place.
B. He noticed another dwelling.. ...for assistance—
Connective—*when* (=and then).

Analysis of A.

It is a simple sentence.

Analysis of B.

It is a Complex sentence consisting of the following clauses :—

- (a) He noticed another dwelling—Principal clause.
(b) To which he had.....assistance—sub. Adj. cl.,
qualifying *dwelling* in (a).

(2) He was proceeding in this strain, earnestly to dissuade me from an imprudence of which I am seldom guilty *when* an old man, who still had about him the remnants of tattered finery, implored our compassion.

It is a Compound sentence, consisting of the following co-ordinate clauses :—

- (a) He was proceeding.....I am seldom guilty.
(b) An old man.....implored our compassion.
Connective—*when* (= and then)

Analysis of A.

It is a Complex sentence, consisting of the following clauses :—

- (a) He was proceeding.....imprudence—Principal cl.
(b) Of which I am.....guilty—sub. Adj. cl., qualifying
imprudence in (a).

Analysis of B.

It is a Complex sentence.

- (a) An old man implored our compassion—Principal clause.
- (b) Who still hadtattered finery—sub. Adj. cl., qualifying man in (a).

(3) I do not know what others may think of what I have done, *but* to myself I am like a child who is picking up pebbles on the sea-shore, *whilst* the great ocean of truth lies unexplored before me.

It is a Compound sentence consisting of the following Co-ordinate clauses :—

- A. I do not know.....have done.
- B. To myself I am.....on the sea-shore.
- C. The great ocean.....before me.

Connectives between (A) and (B)—*but*, and between (B) and (C)—*whilst*.

Analysis of A

It is a complex sentence.

- (a) I do not know—Principal clause.
- (b) What others may think of that—sub. N. cl., object of *know* in (a)
- (c) Which I have done—Sub. Adj. cl. qualifying the demonstrative pronoun *that* in (b)

What=that which

Analysis of B

It is a Complex sentence.

- (a) To myself I am like a child—Principal clause.
- (b) Who is picking up pebbles on the sea-shore—Sub. Adj. cl., qualifying *child* in (a)

Analysis of C

It is a simple sentence.

(4) When at evening lights are lit in the great hall, the Emperor *who* takes his seat among his courtiers listens to the books, specially of the philosophical nature, which are read to him.

It is a Compound sentence consisting of the following clauses :—

- A. When at evening.....the Emperor listens to the books.....to him.
- B. Who (=and he) takes his seat among his courtiers.

Analysis of A

It is a Complex sentence.

- (a) The Emperor listens.....nature—Prin. cl.
- (b) When at evening lights.....hall—sub. Adv. cl. modifying *listens* in (a).
- (c) Which are read to him—Sub. Adj. cl., qualifying *books* in (a).

Analysis of B

It is a Simple sentence

- (5) Even as the driver checks the restive steed, so do thou, if thou art wise, restrain thy passion, which if it runs wild, will hurry thee away.

It is a Compound sentence, consisting of the following clauses :—

- A. Even as the driver.....restrain thy passion.
- B. Which (=and it) if it.....thee away.

Analysis of A

- (a) So do thou restrain your passion—Prin. cl.
- (b) Even as the driver checks the restive steed—sub. Adv. cl., modifying *restrain* in (a).
- (c) If thou art wise—Sub. Adv. cl., modifying *restrain* in (a).

Analysis of B

It is a Complex sentence.

- (a) Which will hurry thee away—Prin. cl.
- (b) If it runs wild—Sub. Adv. cl., modifying *will hurry* in (a).

MISCELLANEOUS

Analyse the following passages :—

- (1) What use he will make of the talents he has been blessed with is the important question a youth must ever keep before himself while at school or college.

(2) Sir Isaac Newton, after deep meditation, discovered that there is a law in nature called attraction, by virtue of which every particle of matter that the world is composed of draws towards itself every other particle of matter with a force which is proportionate to its mass and distance.

(3) Had he been blessed with more imagination, wit and fertility of thought than he appears to have had, he would still have been subject to one great disadvantage, which would, in all probability, have forever prevented him from taking a high place among men of letters.

(4) In every situation through which he had passed it appears that, whether the balance of his fortune inclined to depression or turned to advancement, he was indebted to the force of merit alone for safety or preferment.

(5) At length in answer to many questions, she told him that she lived alone with her mother, who, as soon as she had her breakfast, used to give her a lunch of bread, turn her into the street, and go to her work from which she did not return till after dark.

Ans. (1) This is a Complex sentence.

(A).....is the important question—Prin. cl.

(B) What use.....talents—Sub. Noun cl., subject to—
'is' in (A).

(C) With which he has been blessed—Sub. Adj. cl., referring to 'talents' in (B).

(D) Which a youth.....himself—Sub. Adj. cl., referring to 'question' in (A).

(E) While he is...college—Sub. Adv. cl., modifying the verb 'must keep' in (D).

(2) This is a Complex sentence.

(A) Sir Isaac Newton.....discovered—Prin. cl.

(B) That there is.....called attraction—Sub. N. cl., object to 'discovered' in (A).

(C) By virtue of which every particle of matter drawswith a force—Sub. Adj. cl., referring to 'law' in (B).

(D) That the world is composed of—Sub. Adj. cl., referring to 'particle' in (C).

- (E) Which is proportionate etc.—Sub. Adj. clause, referring to 'force' in (C).

(3) This is a Complex Sentence.

- (A) He would still have.....disadvantage —Prin. cl.
 (B) Had he been (=if he had been) blessed...thought
 —Sub. Adv. clause, modifying the verb 'would have been' in (A).
 (C) Than he appears to have had—Sub. Adv. cl., modifying the adjective 'more' in (B).
 (D) Which would.....men of letters—Sub. Adj. cl., referring to 'disadvantage' in (A).

(4) This is a Complex sentence.

- (A) In every situation it appears —Prin. cl.
 (B) Through which he has passed—Sub. Adj. cl., referring to 'situation' in (A).
 (C) That he was indebted.....or preferment—Sub. N. cl., in apposition to 'it' in (A).
 (D) Whether the balance.....depression—Sub. Adv. cl. modifying the verb 'was indebted' in (C).
 (E) Whether the balance of his fortune turned to advancement—Sub. Adv. cl., modifying *was indebted* in (C), Co-ordinate with (D).

(5) This is a Complex Sentence.

- (A) At length...she told him—Prin. cl.
 (B) That she lived alone with her mother—Sub. N. cl., object to 'told' in (A).
 (C) Who used to give her a lunch of bread—Sub. Adj. cl., referring to 'mother' in (B).
 (D) Who used to turn her into the street—Sub. Adj. cl., referring to 'mother' in (B), Co-ordinate with (C).
 (E) Who used to go to her work—sub. Adj. cl., referring to 'mother' in (B), Co-ordinate with (C), and (D).
 (F) As soon as she had her breakfast—Sub. Adv. cl., modifying the verb 'used to go' in (C).
 (G) From which she...dark—Sub. Adj. cl., referring to 'work' in (E).

Exercise

Analyse the following sentences into clauses stating the kind and function of each clause :—

(1) The first thing which Macbeth heard when he got out of the witches' cave was that Macduff had fled to England to join the army which was forming against him.

(2) If a man say, I love God, and hateth his brother, he is a liar ; for he that loveth not his brother, whom he hath seen cannot love God whom he hath not seen.

(3) Though I warned him again and again of the consequences that would follow such an act as he contemplated, he had the impudence to tell me that I should mind my own business.

(4) If youth is the season of hope it is often so only in the sense that our elders are hopeful about us ; for no age is apt as youth to think its emotions, partings and resolves are the last of their kind.

(5) I do not know what I may appear to the world but to myself I seem to have been only like a boy playing on the sea-shore and diverting myself now and then in finding a smother pebble or a prettier shell than ordinary, while the great ocean of truth lay all undiscovered before me.

(6) That man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of.

(7) Seeing the noble courage and courtesy of Alexander they cried out that he should lead them, and began to spur their horses saying that they were neither weary nor athirst, nor did think themselves mortal, so long as they had such a king.

(8) Now that you are going a little more into the world, I will take this occasion to explain my intentions as to your future expenses, that you may know what you have to expect from me, and make your plan accordingly.

(9) In the course of a Sunday or two, after she was missed from her usual seat at the church ! and before

I left the neighbourhood I heard with a feeling of satisfaction that she had quietly breathed her last, and gone to rejoin those she loved in that world where sorrow is never known and friends are never parted.

(10) Although he was sad at the thought of leaving the home in which he lived so long, he was encouraged by the idea that one day he might return to it again, after he had acquired the wealth and fame, in pursuit of which he was setting out.

(11) As they lowered the body into the earth, the creaking of the cords seemed to agonise her ; but when, on some accidental obstruction there was a jostling of the coffin, all the tenderness of the mother burst forth as if any harm could come to him who was beyond the reach of worldly suffering.

(12) One of the most heroic actions I ever performed and for which I shall praise myself as long as I live, was the refusing of a half crown to an old acquaintance at a time when he wanted it and I had it to spare.

(13) Since you are determined to go in for the competition, all that I can advise you is to see that the bright record of your past may not be sullied by your failure to beat down your opponents, but that you may emerge from the contest covered with greater glory.

(14) Certain it is that he was a great favourite among all the good wives of the village, who, as usual with the amiable sex, took his part in all his family squabbles ; and never failed, whenever they talked those matters over in their evening gossips, to lay the blame on Dame Van Winkle.

(15) He was proceeding in this strain earnestly to dissuade me from an imprudence of which I am seldom guilty, when an old man, who still had about him the remnants of tattered finery, implored our compassion.

(16) Now on a certain evening after a dreary wet day, as Branaby pursued his road, sad and bent, carrying under his arms his balls and knives wrapped up in his old carpet, on the watch for some barn (covered building for storing grain, etc) where, though he might not soup,

he might sleep, he perceived on the road a monk whom he saluted courteously.

(17) When I looked upon the storied monuments with which grandeur mourned magnificently over departed pride, and turned to this poor widow, bowed down by age and sorrow at the altar of her God, and offering up the prayers and praises of a pious though a broken heart, I felt that this living monument of real grief was worth them all.

(18) It was drawing towards winter, and very cold weather, when one day the two elder brothers had gone out, with their usual warning to little Gluck, who was left to mind the roast, that he was to let nobody in, and give nothing out.

DIRECT AND INDIRECT SPEECH

If you hear Ram say "*I am very busy*", you can report or narrate this statement or speech of his in two different ways :

- (1) Ram said, "*I am very busy*".
- (2) Ram said that he was very busy.

In reporting Ram's speech ("*I am very busy*"), you have in the first case quoted the words actually spoken by him. In the second case, you have given the substance of the words used by Ram. In other words, you have given the words of the speaker (Ram) in your own language (*that he was very busy*).

From this we can now say that when a third person (*i. e.* a reporter) reports the speech of a speaker *directly*, *i. e.* by quoting or repeating the actual words used by the speaker, this is called **Direct Speech** or **Narration**, and when he (the third person) reports the speech of a speaker *indirectly*, *i. e.* by giving in the form of a narrative the substance or meaning of the words of the speaker in *his* (the third man's) *own words*, this is called **Indirect speech** or **Narration**.

In *Direct speech* we get the actual speech of the speaker (here — "*I am very busy*").

In *Indirect speech* we have the words of the reporter—the third man reporting the speech of the speaker (here—that he *was very busy*).

Let us now write down the whole sentence in (1)
Ram said, "I am very busy".

You will notice here that the verb '*said*' in the main clause *Ram said* reports (or introduces) the speaker's exact words ("*I am very busy*"). This verb '*said*' is therefore called the *Reporting Verb* ; and the speech or statement ("*I am very busy*") which is given directly by Ram is called the *Reported Speech*.

It must be further noticed

- (1) that a comma has been put between the verb *said* and the speech itself (*I am very busy*) ;
- (2) that the *Reported Speech* ("*I am very busy*") has been enclosed within *inverted commas* (i. e. quotation marks) ;
- (3) and that the first word of the *Reported speech* has begun with a capital letter (as in the example above).

Definition. A verb that reports (or introduces) the speaker's actual words (i. e. *Reported speech*) is called a *Reporting Verb*.

Definition. A speech or statement which reproduces the exact words of a speaker is called a *Reported speech*.

The *Reported speech* is expressed in two ways, namely, in the *direct form* and in the *indirect form*. The *Reported speech* which reproduces the exact words of the speaker is what is called *Direct speech* or *Narration*, and the *Reported speech* which is given in the form of a narrative in the words of a third man (i. e. a reporter) is what is called *Indirect speech* or *Narration*. Hence a *Reported speech* may be of two forms—direct and indirect.

But later, when we shall use the expression '*Reported speech*' only, by it we shall mean the *Reported speech* of the direct form (i. e. the speaker's actual speech which is enclosed within inverted commas).

We can now conclude by saying that if the Reported speech is a *simple statement* (which is an *Assartive sentence*) and if such a statement is changed into the Indirect speech or Narration, we do not get the speaker's own words (his actual speech). These (words) are reported by a third man in an indirect way in the form of a Noun-clause introduced by a *Reporting Verb*, which is generally followed by the Conjunction *that*.

Direct Speech or Narration

All that needs to be done in Direct speech or Narration is :

- (1) to reproduce (or repeat) the actual speech of the speaker.
- (2) to put the actual speech (i. e. Reported speech) within *inverted commas* (i. e. quotation marks) :
- (3) to insert a comma between the *Reporting Verb* and the *Reported speech*.
- (4) to begin the first letter of the Reported speech with a capital letter.

Indirect speech or Narration

You will see here that in converting the above Direct speech (Ram said, "I am very busy") into Indirect (Ram said that he was very busy) we have made certain changes :

(i) We have cancelled the comma between the Reporting verb and the Reported speech.

(ii) We have removed the *inverted commas* within which the Reported speech is enclosed.

(iii) We have used the Relative conjunction *that* before the Indirect speech (that he was very busy).

(iv) We have changed the person of the pronoun I (in the Reported speech I am very busy) to he.

(v) We have changed the tense of the verb *am* (in the Reported speech I am very busy) to *was*.

You are now to understand how these changes occur that is, you are now to learn the rules by following which you will be able to make necessary changes in Indirect Speech or Narration.

Before you are acquainted with these rules you should first know that a Reported Speech is nothing but a grammatical sentence that may be—

- (i) an Assertive sentence (which makes a simple statement either affirmative or negative).
- (ii) an Interrogative sentence (which asks question).
- (iii) an Imperative sentence (which expresses a command, request or advice).
- (iv) an Optative sentence (which expresses a wish).
- (v) an Exclamatory sentence (which expresses some feeling or emotion).

You will first learn the rules which have to be followed in changing an Assertive Direct speech into Indirect. After you have done with Assertive Direct speeches, you will learn how to convert Interrogative, Imperative, Optative and Exclamatory Direct speeches into Indirect forms.

We shall first deal with Assertive reported speeches of direct forms, that is, Assertive Direct speeches.

General Rules for Converting Direct Speech or Narration into Indirect

A. Assertive Sentences :

Rule 1. When the Reported Speech of the direct form is a simple statement, in the Indirect speech it must be put in the form of a Noun-clause introduced by a Reporting Verb and the Relative Conjunction *that*. Besides this, the *Comma* coming after the Reporting verb, and the *quotation marks* in the Reported Speech must be taken off ; as—

	Reporting Verb	Reported Speech
Direct :	He says,	"Ram is ill"
Indirect :	He says	that Ram is ill.

Note. Here "*Ram is ill*" is the Reported Speech. In turning it into the Indirect Speech we have made the following changes :

- (1) The *Comma* following the Reporting Verb has been cancelled.

(2) The Reporting Verb *says* (used by the speaker) and the conjunction *that* have introduced the Noun-clause *that Ram is ill*.

(3) The *inverted commas*, the signs of quotation marks, have been removed.

Any of the following verbs denoting a statement can be used as a Reporting Verb :

Say, tell, confess, remark, affirm, assert, inform, declare, report, shout, retort, state, exclaim, explain, reply, answer, reiterate etc.

Reporting Verb	Reported Speech
Direct : I confess,	"I am guilty."
Indirect : I confess	that I am guilty.
Direct : I still affirm,	"Jadu, not I, is in the wrong."
Indirect : I still affirm	that Jadu, not I, is in the wrong.
Direct : He has remarked,	"Ram and Hari are fools."
Indirect : He has remarked	that Ram and Hari are fools.

Rule 2. The First Person of the pronouns and Possessive adjectives in the Reported Speech is so changed into the Indirect Speech that it (first person) may refer to the person of the subject of the Reporting Verb ; as

Reporting Verb	Reported Speech
Direct : Jadu says,	"I am well."
Indirect : Jadu says	that he is ill.

Note. Here "I am ill" is the Reported Speech. I (first person) in the Reported Speech "I am ill" refers to Jadu (Third person), who is the subject of the Reporting Verb *says*. Hence in the Indirect Speech I is changed to *he*, and the verb *am* is changed to *is*, agreeing with its subject *he*. And according to Rule 1, the Comma and the quotation marks have been removed, and the Reporting Verb *says* followed by the Conjunction *that* has introduced the Noun clause *that he is ill*.

Reporting Verb	Reported Speech
Direct : You now say,	"I am unable to take the responsibility."
Indirect : You now say	that you are unable to take the responsibility.

Note. Here *I* (First Person) refers to you (Second Person), who is the subject of the Reporting verb *say*. Hence in the Indirect speech *I* is changed to *you*, and the verb *am* is changed to *are*.

Direct : Hari and Jadu still *assert*, "We have not disobeyed our class teacher."

Indirect : Hari and Jadu still *assert* *that they* have not disobeyed *their* class teacher.

Note. Here *we* (First person) refers to *Hari and Jadu* (Third person), who are the subjects of the Reporting Verb *assert*. Hence in the Indirect speech *we* is changed into *they*. And as the Possessive adjective *our* is formed from the pronoun *we*, which refers to the nouns of the Third Person, it (*our*) also has to be changed into *their*.

Direct : He *says*, "Much depends upon the reply I get from my officer today."

Indirect : He *says* *that* much depends upon the reply he gets from his officer today.

Direct : He has confessed, "I and my son are really guilty".

Indirect : He has confessed *that he and his* son are really guilty.

Rule 3. If the Reporting Verb is in the Present Tense (which indicates also Present Perfect Tense) or Future Tense, the tense of the verb in the Reported speech remains unchanged in the Indirect speech ; as—

Reporting Verb

Reported Speech

Direct : He still *asserts*,

"I am the man who did it."

Indirect : He still *asserts*

that he is the man who did it.

Direct : He *has told* me,

"I did not attend the meeting".

Indirect : He *has told* me

that he did not attend the meeting.

Direct : He *says*,

"I have never been defeated".

Indirect : He *says*

that he has never been defeated.

Note. The tenses of the verbs in the Reported speeches have not been changed. And according to

Rule 2. *I* is changed into *he* and the auxiliary verbs *am* and *have* are changed into *is* and *has* respectively.

(Future Tense)

(Any Tense)

D. : He will say,

"I was not at home."

In. : He will say

that he was not at home.

D. : A lazy boy will say,

"I do not like to work".

In. : A lazy boy will say

that he does not like to work.

D. : I shall reiterate,

"I did not know it".

In. : I shall reiterate

that he did not know it.

Rule 4. The pronouns of the Third Person in the Reported Speech are not changed in the Indirect speech ; as—

Reporting Verb

Reported speech

D. : I tell you

"He is not a man to yield to anyone."

In. : I tell you

that he is not a man to yield to any one.

D. : The teacher says,

"They have done well in their examination."

In. : The teacher says

that they have done well in their examination.

Rule 5. If the Reporting Verb is in the Past Tense, the tense of the verb in the Reported Speech is changed thus :

(a) The Present or Future tense in the Reported speech is changed into its corresponding past form in the Indirect speech.

(b) If the Reporting Verb is a verb of saying followed by 'to' with its personal object then 'say to' is changed into tell in the Indirect Speech. It (tell) is used only with a personal object coming after it—it cannot be used alone. If any personal object is not mentioned or required after the Reporting Verb 'say' or 'said', then 'say' or 'said' must not be changed into 'tell' or 'told'.

D. : Jadu said, "I am older than Susil."

In. : Jadu said that he was older than Susil.

D. : Kiran said, "I shall be able to do the sum".

In. : Kiran said that he would be able to do the sum.

Note. As *I* is changed into *he*, so also *shall* is changed into *will*, which comes after *he* (Third Person). And *would* is the past form of *will*.

D. : He *said to me*, "I do not know Ram's whereabouts."

In. : He *told me* that he *did* not know Ram's whereabouts.

D. : They *said to us*, "We know exactly what Ram and Hari mean to do."

In. : They *told us* that they *knew* exactly what Ram and Hari meant to do.

D. : You *said*, "I will let Ram know who I am."

In. : You *said* that you *would* let Ram know who you *were*.

Further Examples

D. : He *said*, "The man *shall* go".

In. : He *said* that the man *should* go.

D. : He *said to* Ram, "Hari may attend the meeting".

In. : He *told* Ram that Hari *might* attend the meeting.

D. : They *said to us*, "We cannot accept the terms."

In. : They *told us* that they *could* not accept the terms.

D. : They *said*, "The boy will soon be found ; and we will bring him."

In. : They *said* that the boy *would* soon be found ; and (they *said*) that they *would* bring him.

Note. Here the conjunction *that* has been used twice and why ? Because the Reporting Verb *said* has introduced two subordinate Noun-clauses, namely, *that the boy would soon be found ; and that they would bring him*.

D. : You *said*, "I am innocent, and he is guilty."

In. : You *said* that you *were* innocent, and that he *was* guilty.

N. B. Here also the Reporting Verb *said* has introduced two subordinate Noun-clauses, namely, *that you were innocent, and that he was guilty*.

D. : Jacob *said*, "It is enough ; my son Joseph is yet alive ; I will go and see him before I die."—Nesfield.

In. : Jacob said that it *was* enough ; that his son Joseph *was* yet alive, and that he *he would* go and see him before he *died*.

Note. Here the Reporting Verb *said* has introduced three subordinate Noun-clauses, namely, *that it was enough ; that his son Joseph was yet alive*, and *that he would go and see him before he died*.

(c) The Present Continuous Tense in the Reported Speech is *changed into the Past Continuous Tense* in the Indirect speech as—

D. : He said, "I am leaving for Bombay".

In. : He said that he *was leaving* for Bombay.

D. : They said to us, "We are going for a week".

In. : They told us that they *were going* for a week.

D. : She wrote, "I am waiting and watching and longing for my son's return."

In. : She wrote that she *was waiting*.....for her son's return.

(d) The Present Perfect Tense and the Past Tense in the Reported Speech are *changed into the Past Perfect Tense* in the Indirect Speech ; as—

D. : He said, "I have done my best".

In. : He said that he *had done* his best.

D. : They said. "We were there."

In. : They said that they *had been* there.

D. : Ram said, "I could work the sum."

In. : Ram said that he *could have worked* the sum.

D. : He said, "I was not at home."

In. : He said that he *had not been* at home.

D. : Hari said, "I might teach Ram a good lesson."

In. : Hari said that he *might have taught* Ram a good lesson.

D. : Jadu Babu said, "If the woman were really poor, I should help her."

In. : Jadu Babu said that if the woman *had been* really poor he *should have helped* her.

D. : They said, "If he met us, he would know us".

In. : They said that if he *had met* us, he *would have known* us.

D. : Ram said, "He would do well to lodge a complaint against the man".

In. : Ram said that he *would have done well to have lodged* a complaint against the man.

D. : He said, "It would be better to be silent."

In. : He said that it *would have been better to have been* silent.

Further Examples

D. : He said, "The Angel of Death has been abroad throughout the land, and the beating of his wings may almost be heard."

In. : He said that the Angel of Death *had been* abroad throughout the land, and that the beating of his wings *might* almost be heard.

D. : He replied, "I promised to reward my soldiers and I have kept my word."

In. : He replied that he *had promised* to reward his soldiers, and that he *had kept* his word.

D. : The lion said to the fox, "I am very weak, my teeth have fallen out and I have no appetite."

In. : The lion told the fox that he was very weak, that his teeth *had fallen out* and that he *had* no appetite.

(e) The Present Perfect Continuous Tense and the Past Continuous Tense in the Reported Speech *are changed into the Past Perfect Continuous Tense* in the Indirect Speech ; as—

D. : He said, "I have been reading Sanskrit Grammar for two years."

In. : He said that he *had been reading* Sanskrit Grammar for two years.

D. : He said, "I was then walking by the riverside."

In. : He said that he *had then been walking* by the riverside.

Exception to Rule (5) above

Rule 6. If the reported Speech states some universal truth or habitual fact or indicates an *action still continuing at the moment of speaking*, the tense of the verb in the

Reported speech is *not changed* in the Indirect Speech to its corresponding Past form *even if the Reporting Verb is in the Past Tense.*

D. : The teacher said to his pupils, "Honesty is the best policy."

In. : The teacher told his pupils that honesty is the best policy.

D. : The man said, "I did not know before this that the earth moves round the sun."

In. : The man said that he did not know before this that the earth moves round the sun.

D. : He said, "We cannot be quite happy in this life."

In. : He said that we cannot be quite happy in this life.

Note. Here the pronoun *we* is not changed as it implies *mankind*.

D. : The patient said to the doctor, "I do not have fever nowadays."

In. : The patient told the doctor that he does not have fever nowadays.

D. : He said, "I go for a walk every morning."

In. : He said that he goes for a walk every morning.

Rule 7. The Second Person of the Pronouns and Possessive Adjectives in the Reported Speech *must correspond* (i.e. must be changed) in the Indirect Speech to the person of the object (which comes after the Reporting Verb) with reference to which the original speech is made, that is, to which (object) the Second Person refers.

D. : He said to *me*, "you are not doing your duty."

In. : He told me that *I* was not doing my duty.

Note. Here *you* (Second Person) refers to *me* (first Person) the object which comes after the Reporting Verb *said*. Hence *you* (subject) is changed into *I*, and Possessive adjective *your* is changed into *my*.

D. : He said to the boy, "you are not doing your duty."

In. : He told the boy that *he* was not doing *his* duty.

D. : I said to you, "you are not doing your duty."

In. : I told you that *you* were not doing *your* duty.

D. : He said to us, "you did not do your duty."

In. : He told us that *we had* not done *our* duty.

Rule 8. Sometimes there may be some confusion as to whether the pronoun *he* or *they* (in the Indirect Speech) refer to the *subject* or *object* coming after the Reporting Verb. This confusion can be removed only by mentioning in Brackets the name of the person or the names of the persons to which *he* or *they* refer.

D. : Susil said to Anil, "I am innocent of the crime."

In. : Susil told Anil that he (*Susil*) was innocent of the crime.

D. : Susil said to Anil, "You are innocent of the crime."

In. : Susil told Anil that he (*Anil*) was innocent of the crime.

D. : Susil and Anil said to Hari and Jadu, "We shall not play with you two."

In. : Susil and Anil told Hari and Jadu that they (*Susil and Anil*) would not play with them (*Hari and Jadu*) two.

D. : Susil and Anil said to Hari and Jadu, "you two will not be admitted to the club."

In. : Susil and Anil told Hari and Jadu that they (*Hari and Jadu*) two would not be admitted to the club.

D. : The mother said to her *daughter*, "You have not done your duty."

In. : The mother told her daughter that she (*daughter*) had not done *her* duty.

Rule 9. Words (*Adjectives, Adverbs and Verbs*) expressing nearness in the Reported Speech of the direct form are changed into words expressing remoteness in the Indirect Speech ; e. g.—

This	is	changed	into	<i>that</i>	Ago	into	<i>before</i>
These	"	"	"	<i>those</i>	Come	"	<i>go</i>
Hence	"	"	"	<i>thence</i>	To day	"	<i>that day</i>
Here	"	"	"	<i>there</i>	Tomorrow	"	<i>the next or follow-</i>
Hither	"	"	"	<i>thither</i>			<i>ing day</i>
Now	"	"	"	<i>then</i>	Yesterday	"	<i>the previous day.</i>
Thus	"	"	"	<i>so</i>	Last day	"	<i>the previous day.</i>
					Next week	"	<i>the following week.</i>
					Last night	"	<i>the previous night</i>

Illustrations

- D. : Ram said, "I am glad to be here this evening."
 In. : Ram said that he was glad to be *there that evening*.
 D. : Jadu said, "The matter shall be decided here and now."
 In. : Jadu said that the matter should be decided *there and then*.
 D. : He said, "Ram was coming here."
 In. : He said that Ram had been *going there*.
 D. : He said, "I saw Jadu last night."
 In. : He said that he had seen Jadu *the previous night*.
 D. : He said, "I shall return tomorrow."
 In. : He said that he would return *the next (or following day)*.
 D. : He said to Ram, "I returned it to you long ago."
 In. : He told Ram that he had returned *that* to him (Ram) *long before*.

Exception—But if *this, here, now*, etc., refer to things present to the reporter at the time of reporting the speech, then they are not changed to *that, there, then*, etc. in the indirect form of narration.

- D. : He said, "This is the man I wanted."
 In. : He said that *this (not, that)* was the man he had wanted.

Note. The man is supposed to be present during the delivery of the speech by the reporter.

- D. : He said, "I have been here for some months."
 In. : He said that he had been *here (not, there)* for some months.

Note. The reporter is supposed to report the speech at the very place where the speech was made by him.

- D. : He said, "Today I am leaving for Calcutta."
 In. : He said that *today (not, that day)* he was leaving for Calcutta.

Note. Here *today* is not changed into *that day* in the sense that the reporter is supposed to be speaking on the very same day he will start for Calcutta.

Rule 10. *If no noun or pronoun comes after the Reporting Verb, the Second Person in the Reported Speech of the direct form is changed into the Third Person in the Indirect Speech.*

D. : Ram said, "I cannot give you any more money."

In. : Ram said that he could not give **him** (the man present before Ram) any more money.

D. : He remarked, "You are all fools."

In. : He remarked that **they** (the men present before him) were all fools.

D. : The teacher said, "As you have not learnt your lessons, you shall remain confined for two hours."

In. : The teacher said that as he (the pupil) had not learnt his lessons or as **they** (the pupils) had not learnt their lessons, **he** or **they** should remain confined for two hours.

D. : Yama said, "I am pleased by your courage, and as a reward I will grant you any boon except the life of your husband."

In. : Yama said that he was pleased by her courage, and as a reward he should grant her any boon except the life of her husband.

N. B. If you read the above passage, you will see that here 'you' cannot refer to any male except a female. From the passage we can at once say that it was a conversation between Yama and Savitri. Hence **you** (object) is changed into **her** (object) and **your** is changed into **her** (Possessive adjective).

Rule 11. *Nouns in the Vocative Case in the Reported Speech are often changed into the Personal object of the Reporting Verb in the Indirect Speech ; as—*

D. : Ram said, "Friend, I am leaving my home."

In. : Ram told his friend (personal object) that he was leaving his home.

D. : She said, "Brother, I cannot work the sum."

In. : She told her *brother* (personal object) that she could not work the sum.

- D. : The Goddess of Virtue said, "Hercules, I offer myself to you because I know you are descended from the Gods."
- In. : The Goddess of Virtue told *Hercules* (personal object) that she offered herself to him because she knew he was descended from the Gods.
- D. : She said. "I wander, child, hunger and fear did not drive you home."
- In. : She told the child that she wondered that hunger and fear had not driven him home.
- D. : "My sons", said he, "a great treasure lies hidden in the estate I am about to leave you."
- In. : He told his sons that a great treasure lay hidden in the estate he was about to leave them.

Now study the following examples and carefully note the changes that have occurred here—

- D. : "My dear friends," said he, "we have come because we have a message to give you."
- In. : *Addressing them* (the hearers) *as his dear friends* he said that *they* (the speaker and his party—the men that have come with him, the speaker) had come because *they* had a message to give them (the hearers, the men assembled there to listen to him, the speaker).
- D. : "Comrades," said he, "though I often talk nonsense, I can talk sound sense when I choose."
- In. : *Addressing his comrades*, he said that though he often talked nonsense, he could talk sound sense, when he chose.
- D. : "My lord," said the accused to the judge, "I am too poor to engage counsel to defend me."
- In. : *Respectfully addressing the judge*, the accused said that he was too poor to engage counsel (not, a counsel) to defend him.
- D. : "Oh my dear love," said she, "you must go home and please your mother."
- In. : *Addressing him* (her husband) *as her dear love*, she said that he must (or should) go home and please his mother.

Rule 12. Sometimes, the *verb* in the Reported Speech can be made the *Reporting Verb* itself to make the Indirect Speech elegantly simpler. In such a case, the conjunction that may be dropped.

D. : Ram said to me, "I hope you are doing well."

In. : Ram *hoped* that I was doing well. (This is a better form than "Ram told me that he hoped I was doing well.")

D. : He said, "I hope my friends will not mistake these remarks of mine."

In. : He *hoped* that his friends would not mistake these remarks of his.

D. : I said to him, "I am afraid you have hurt yourself."

In. : I *was afraid* that he had hurt himself.

D. : "I am ashamed of myself," said the poor fellow, "and I will never do such a thing again."

In. : The poor fellow was ashamed of himself and said that he should never do such a thing again.

When in the Direct speech the *introductory portion* is wanting, and only the actual speech is given, then the former which is the principal clause (containing the reporting verb) on which the speech (which is a subordinate clause) depends, *has to be supplied* in consonance with (according to) the sense conveyed by the reported speech.

To change a speech into the Indirect form, the principal clause (which contains the reporting verb) will begin with *He* or *they said*, *He* or *they told me* or *us*, *He wrote to say*, *I* or *He replied*, *The speaker said*, and the like.

D. : "I am for making my life as long as I can; and therefore sleep as little as possible"

In. : He *said* that he was making his life as long as he could, and therefore slept as little as possible.

D. : "I can't say that I have such experience but I have passed all the tests and can satisfy you with regard to my character."

In. : He *told me* that he could not say that he had such experience but *that* he had passed all the tests and could satisfy me with regard to his character.

D. : "I am very sorry to trouble you, but I shall be much obliged if you will kindly lend me your dictionary."

In. : *He told me that he was very sorry to trouble me, but that he would be much obliged if I should kindly lend him my dictionary.*

D. : "I am very glad to be of service to you, and you are welcome to any of my books that you think of use to you."

In. : *I replied that I was very glad to be of service to him, and that he was welcome to any of my book that he thought of use to him.*

D. : "I entirely object to the proposal as founded on a wrong principle and as highly inconvenient at this time."

In. : *The speaker said that he entirely objected to the proposal as founded on a wrong principle..... at that time.*

D. : "I am very sorry that I cannot start today, but I hope to reach Calcutta tomorrow evening."

In. : *He wrote to say that he was very sorry that he could not start that day, but that he hoped to reach Calcutta the following evening.*

D. : "I have one word to say to you. You will either make your purchase, or walk out of my shop."

In. : *The dealer said that he had one word to say to him (the buyer). He (the buyer) would either make his purchase, or walk out of his (the dealer's) shop.*

Change the following sentences from Direct to Indirect :—

1. "I cannot hope to see these trees which I am planting come in perfection", said the Duke, "but it is right for me to plant for the benefit of my successors."

2. "I will be here on Tuesday and bring my little boys with me, if I may."

3. "I am a dead man Hardy," said Nelson, "I am going fast ; it will be all over with me soon."

4. "I can extend no other mercy to you," said the Raja, "except permitting you to choose what kind of death you wish to die." "I admire your kindness, noble prince," said the jester ; "I choose to die of old age."

5. A young Raja once said to his Vizir, "I take great care of myself ; I never go out in the rain ; I wear warm clothes : I eat good food. Yet I am always catching cold, or getting fever."

6. He said to the shoe-maker : "You are a big block-head ; you have done the reverse of what I desired you. I told you to make one of the shoes larger than the other, and instead of that you have made one of them smaller than the other."

7. The speaker said, "I entirely object to the proposal. I do not know if you have considered all that this proposal involves. Gentlemen, I entreat you to be cautious."

8. "My name is Norman," said Ulysses, "My kindred and friends in my own country call me Norman". "Then", said Cyclops, "this is the kindness I will show thee, Norman ; I will eat thee last of all thy friends."

9. The general, addressing his mutinous troops, said, "You have brought disgrace upon a famous regiment. If you had grievances. you might have laid them before your own officers. Now you must first suffer punishment for your offence before your complaints can be heard."

10. "Dearest husband !" said Agnes, "Now that I may call you by that name, I have one thing more to tell you. It grows out of the night when Dora died. She sent you for me."

11. Portia said, "Myself and what is mine, to you and yours is now converted. Only yesterday, Bassanio, I was the lady of this mansion, queen of myself and mistress over these servants ; and now this house, these servants and myself are yours, my lord."

B. Interrogative Sentences :

Rule. You have noticed that in converting an Assertive direct sentence into the indirect form, the conjunction 'that' is inserted before the Reported Speech. But when the Reported Speech is an Interrogative sentence, the reporting verb of saying is changed into *ask or enquire or question or demand*, etc., and followed by *if or whether*, and the Interrogative sentence must be changed into *Assertive*.

Illustrations

- D. : Ram said, "Is Ramesh at home ?"
 In. : Ram *enquired if* Ramesh was at home.
- D. : He said to the boy, "Will your father go to Calcutta ?"
 In. : He *enquired of* the boy *whether* his father would go to Calcutta.
- D. : The teacher said to the pupil, "Have you done your home-work ?"
 In. : The teacher *asked* the pupil *whether* he had done his homework.
- D. : "Do you suppose you know better than your father ?" jeered his angry mother.
 In. : His angry mother jeered and *asked whether* he supposed that he knew better than his father.
- D. ; The king said to his courtiers, "Is it true that I am the greatest of monarchs ?"
 In. : The king *asked* his courtiers *if* it was true that he was the greatest of monarchs.
- D. : The king then said, "Does the sea obey me ? Will that terrible element be still at my bidding ?"
 In. The king then *questioned* them *if* the sea obeyed him and *if* that terrible element would be still at his bidding.
- D. : A cat said to a hen, "How are you my dear friend ? What can I do for you ? What are you in want of ?"
 In. : A cat *addressed* a hen *as* his dear friend and *enquired* how she was. He then *asked* her what he could do for her and what she was in want of.

But if the reported speech is introduced by an interrogative pronoun or adjective or adverb, then the reporting verb is not followed by 'if' or 'whether'.

Illustrations

D. : He said to me, "Where did you go?"

In. : He *asked* me where I had gone.

D. : Hari said to me, "Who is the man?"

In. : Hari *asked* me *who the man was* (not, who was the man).

D. : Jadu said to Hari, "Whom do you want?"

In. : Jadu *asked* Hari whom he wanted.

D. : The teacher said to the student, "Why have you abused Jadu?"

In. : The teacher *demand*ed of the student why he had abused Jadu.

D. : "What am I to do, sir?" said Mati.

In. : Mati *respectfully asked* him what he was to do.

D. : Socrates said to them, "What is this strange outcry?"

In. : Socrates *enquired* of them what that strange outcry was.

D. : "Who are you sir, and what do you want?" they said.

In. : They *politely asked* him *who he was* and what he wanted.

Exercise

"Turn into the Indirect form of Speech :—"

"Are you coming home with me?" he asked. "Do you come from Calcutta?" said Ram. "What is your name, young man?" said Uberto. The poor man exclaimed, "Will none of you help me?" "Are you ill, my child," said her father, "or is there anything troubling you?" I said, "Who are you, what is your name and how old are you?" An old woman said to me, "Can you tell me if this is the place I came to before?" "Who are you, sir, and what do you want?" they cried. "What does it matter if we do miss the train?" said he. The porter said, "Which train are you taking? And have you

booked your seat?" "O mistress," said Eliza, "do you suppose master would sell my Harry?" "What is this strange outcry?" said Socrates. The teacher became angry with the student and said, "Why have you again disturbed the class in this way?" "Will you let me see it, lady?" said the prince. The speaker said, "Have you considered all that this proposal involves?" "My boy," said my uncle, when he was tired of my questions, "Don't you think you would better give your tongue a rest?" She said, "How can I, a girl, who cannot ride or use sword or lance, be of any help?"

When answers to questions have to be turned into the Indirect form, you have to put it in a complete form, supplying the words that remain unexpressed.

1.

- D. : "What is your name?" "Susil chandra Roy".
 In. : I asked him what his name was. He replied that his name was Susil chandra Roy.
- D. : "How old are you?" asked the king. "One year," answered the soldier.
 In. : The king asked the soldier how old he was. The soldier replied that he was one year old.
- D. : "How do you do?" "Pretty well, thank you."
 In. : I enquired of him how he did. He thanked me and said that he was doing pretty well.
- D. : "How long have you been reading in this school?" "For two years?"
 In. : I asked him how long he had been reading in this school. He replied that he had been reading in this school for two years.
- D. : "Have you, among all the beasts, a greater benefactor than we are?" asked a bee of a man "Yes, a much greater," replied he.
 In. : A bee asked a man if they (men) had, among all the beasts, a greater benefactor than they (bees) were. He replied in the affirmative and said that they had a much greater benefactor than they (bees) were.
- D. : Mr Maurice. Have you finished your lessons, my son? George. No father.

In. : Mr Maurice asked his son George if he had finished his lessons in *reply to which* George told his father that he had not finished his lessons. Or, George told his father in reply that he had not.....

D. : "What have you to sell, dear lady?" the prince asked. "Only one large diamond, sire," she replied.

In. : The prince asked the lady politely what she had to sell. She respectfully replied that it was only one large diamond.

D. : "Will you let me see it?" enquired the prince smilingly. "Gladly," said the lady.

In. : The prince smilingly enquired if she would let him see it (or if he might see it). The lady replied that she would gladly show it to him.

C. Imperative Sentences :

Rule. In changing an Imperative direct sentence into the indirect form, the Imperative Mood must be changed into the Infinitive Mood, and the reporting verb must be changed to some such verb as *tell* or *ask* or *request* or *beg* or *entreat*, or *command*, or *order*, or *advise* or *exhort*, etc., as the sense of the speech may require.

Illustrations

1.

D. : He said to Ram, "Go home."

In. : He asked Ram to go home.

D. : He said to me, "Please lend me your book."

In. : He requested me to lend him my book.

D. : The poor man said to him, "Kindly give me some rice."

In. : The poor man begged him to give him some rice.

D. : The master said to his servant, "Do the work at once."

In. : The master ordered his servant to do the work at once.

D. : The general said to his troops, "March forward."

In. : The general commanded his troops to march forward.

D. : He said to his son, "Never do this again."

In. : He forbade his son to do that again.

2.

D. : He said, "Ram, sit still."

In. : He *told* Ram to sit still.

D. : The teacher said to the student, "Do your duty to your parents."

In. : The teacher *advised* the student to do his duty to his parents.

D. : He said to me, "You shall do this at once."

In. : He *ordered* me to do that at once.

D. : The teacher said to the student, "Leave the room and do not return again to day."

In. : The teacher *ordered* the student to leave the room and *forbade* him to return again that day.

D. : "Forgive the boy his first fault," said the mother.

In. : The mother *implored* her husband to forgive the boy his first fault.

D. : "Go and send off this letter, but don't be long", she said to the maid.

In. : She *asked* the maid to go and (to) send off that letter, but she *forbade* her to be long.

D. : "Off with you", said the man, "this is no place for you."

In. : The man *ordered* him to be off, for that was no place for him.

D. : "Forward, my men" the general cried, "and face the foe bravely."

In. : Addressing his men the general *commanded* them to march forward and (to) face the foe bravely.

Exercise

Change into the Indirect form of Narration :—

He said, "Madhu, come in." He said, "Friends, lend me your ears." "Get some hot water, boy", said the matron. "Sit down, boys", said the teacher. He said to them, "Please be quiet and have patience". He said to his friend, "Work steadily". He said to his master, "Pardon me, sir." He said to his class-mate, "Please lend me your fountain pen". "Halt"! shouted the officer to his men. The Headmaster said to the boys,

"Do not make a noise." She said to him, "Father, kindly excuse me this time". "Come and see us whenever you are passing", said she. "O my dear love", said Portia, "despatch the business and be gone". "Now girls", said he, "do not begin to quarrel". Gessler at last said to the attendants, "Fasten the child to the tree". He said, "Go away now, boy, and come again the day after to-morrow". "Do as I tell you at once", said the teacher angrily. "You go off to bed", said her mother, "and don't get up till I call you". The examiner called out, "Time is up ! stop writing, everybody" !

D. Optative Sentences :

Rule : If the reported speech is an Optative Sentence, the reporting verb is changed into wish or pray to denote appropriately the sense conveyed by the reported speech.

D. : He said to me, "May you be happy" !

In. : He *wished that* I *might* be happy.

D. : He said to Ram, "May you succeed" !

In. : He wished Ram's success.

D. : They said, "Long live the King" !

In. : They *prayed that* the King *might* live long.

D. : God save Bengal !

In. : We *pray that* God *may* save Bengal.

E. Exclamatory Sentences :

Rule. If the reported speech is an Exclamatory sentence, the reporting verb must be replaced by some such verb as *exclaim* or *cry* or *cry out* or *bid* or *wish*, etc.

The student is to note that the reporting verb is changed to a verb which denotes approximately the idea or sense conveyed by the reported speech. Besides the verbs mentioned above, more new verbs or verbs with phrases (such as *in joy*, *in sorrow*, *with grief*, *with applause* etc.) have often to be introduced to convert Exclamatory sentences to Assertive ones.

Illustrations

1.

D. : They said, "Shame, shame on the man".

In. : They *cried* shame on the man.

- D. : Shylock said, "A Daniel is come to judgement !"
 In. : Shylock *exclaimed in joy* that a Daniel was come to judgement.
 D. : He said, "Alas !" I am undone !"
 In. : He *exclaimed with a sigh* that he was undone.
 D. : She said, "Could I but see my son once" !
 In. : She *expressed a wish* that she could but see her son once.
 D. : He said, "Good-bye, my friends".
 In. : He bade his friends good-bye.
 D. : "Good night to you all", said he.
 In. : He *wished* them all good night.
 D. : The spectators cried out, "Bravo ! it is a capital hit".
 In. : The spectators cried out *with applause* that it was a capital hit.

2.

- D. : "Hurrah ! hurrah" ! cried the boy, "my brother stands first on the list".
 In. : The boy *exclaimed in joy* that his brother stood first on the list.
 D. : They said, "Bravo ? you have done well".
 In. : They *applauded* him, saying that he had done well.
 D. : Jadu said, "Heaven knows that I am innocent".
 In. : Jadu *called Heaven to witness* that he was innocent.
 D. : He said, "Alas ! you know not what it means."
 In. : He *exclaimed with a sigh* that he knew not what it meant.
 D. : He said, "To think that I should be deceived by my friend !"
 In. : He *expressed great surprise at finding himself* deceived by his friend.
 D. : He said, "Alas, that ever a friend should be false !"
 In. : He said that *it was extremely sad* that a friend should ever be false.
 D. : He said, "O for a breath of mountain air !"
 In. : He said that he *ardently wished* for a breath of mountain air.

D. : "That we should meet here !"

In. : He said that *it was strange* that they should meet there.

It is now to be noted carefully that *what, how, who* are often used in Exclamatory sentences to indicate excess. In such cases, they should be replaced by *very, much, great, greatly, very much, very great, none or nobody!* and the student will select one of these words which is best suited in changing Direct Speech into Indirect.

1

D. : Ram said, "How fast you are walking !"

In. : Ram said that he was walking *very fast*.

D. : He said to me, "How much older are you than your looks !"

In. : He *remarked* that I was *much* older than my looks.

D. : "What fools !" exclaimed the Magistrate.

In. : The Magistrate exclaimed that *they were great* fools.

D. : He said, "Alas ! how extravagant I have been !"

In. : He *confessed with regret* that he had been *very* extravagant.

D. : She said, "Poor fellow ! how you are changed !"

In. : She *pitied him and said* that he was *greatly* changed.

D. : He said, "Good heavens ! what a disaster !"

In. : He *cried out* that it was a great disaster.

D. : He said, "By God ! I never meant you any harm."

In. : He *swore* by God that he had never meant him any harm.

2

D. : Shylock said, "O wise, young judge, how I do honour you !"

In. : *Calling him a wise, young judge* Shylock told him that he honoured him *very much*.

D. : "Saint George strike for us !" exclaimed the knight, "do the false yeomen give way ?"

In. : The knight exclaimed *invoking* Saint George to strike for them and asked whether the false yeomen gave way.

D. : Ram said, "What is my joy to see you !"

In. : Ram said that his joy to see him was *very great*.

- D. : He said, "Who can say that this will happen?"
 In. : He said that *none* could say that *that* would happen.
 D. : "Curse it!" exclaimed the driver, "who could have foreseen such ill-luck!"
 In. : The driver exclaimed with an oath that nobody could have foreseen such ill-luck.
 D. : "What a wonderful admission!" I said, "you cannot mean what you now assert."
 In. : I said that *it was indeed* a wonderful admission and expressed my doubt as to whether they could mean what they then asserted.

Exercise.

Report the following in Indirect Speech :—

He said, "How happy I am!" He said, "what a pity you did not come!" The master said: "Adieu, my boys!" They said to me, "How obliged we are to you!" He said, "What a fool I am!" He said, "By Jove! what a charming report!" He said, "O that I could see him!" He said, "What was my joy to see the sight!" "Good morning, my friend," said he. The man said, "Who does not wish to be happy!" "Alas! child," said his mother, "I have not a bit of bread to give you," "Twentyone years!" said the king, "then you must be very much older than you look." He replied, "Would that I could restore your confidence in our fidelity." He said, "Curse it! who could have expected such a turn of events!" "Really, father! how very unpleasant?" said he. The hermit said, "O for a lodge in the wilderness!" Shylock exclaimed "O Father Abraham! what suspicious people these Christians are!" "Good lord! what a sight you have made of yourself!" said the mother. "What a rare article milk is, to be sure, in London!" said Mr Squers with a sigh. He said, "Who could have guessed, when we set out today, that we should come by so fair fortune!" She said, "Alas! he is betrayed and I undone!"

When *let* occurs in Direct speeches to denote a *proposal* or *suggestion*, it (*let*) requires to be replaced by '*should*' and the reporting verb is to be changed into *propose* or

suggest which is followed by the conjunction *that* to introduce the subordinate clause (which is the indirect form).

Illustrations

D. : Ram said, "Let us decide the matter at once."

In. : Ram *proposed* that they *should* decide the matter at once.

D. : He said, "Let us adopt this line of action."

In. : He *suggested* that they *should* adopt that line of action.

D. : He said, "Let there be peace between us."

In. : He *proposed* that there *should* be peace between them.

D. : Jadu said, "Let them put this plan into execution."

In. : Jadu *suggested* that they *should* put *that* plan into execution.

D. : Ram said to me, "Let us be friends again."

In. : Ram *proposed* that we *should* be friends again.

But when *let* does not denote a 'proposal' or 'suggestion' it is replaced by *may* or *may be allowed*, or some other word or words as the sense of the reported speech may require. *Let* is also used as an Infinitive Mood and to express a condition or *supposition*.

1

D. : I say, "Let them go if they like."

In. : I say that they *may* go if they like.

D. : He says, "Let Ram remain here. I will leave the place."

In. : He says that Ram *may* remain here, *but* he will leave the place.

D. : The man said, "Let me get some concession."

In. : The man *requested* that he *might be allowed* to get some concession.

D. : The people said, "Let us not give in our names."

In. : The people said that they *would* not give in their names.

- D. : The people said, "Let the nobles turn soldiers."
 In. : The people said that the nobles ought to turn soldiers.
 D. : He said to his comrades, "Let us be patient."
 In. : He advised his comrades *to be patient*.

2

- D. : Savitri said, "O Yama, let Satyavan live once more."
 In. : Savitri prayed to Yama *to let Satyavan live once more*.
 D. : He said, "Let me have a cup of tea".
 In. : He *wanted or asked for* a cup of tea.
 D. : The Postmaster said to the postman, "Let this gentleman come in."
 In. : The Postmaster ordered the postman *to let that gentleman come in*.
 D. : "My hour is come", thought he, "Let me meet death like a man."
 In. : He thought that his hour was come, and said that he *must (or should) meet death like a man*.
 D. : He said, "Let it rain ever so hard, I shall go."
 In. : He said that he would go *however hard it might rain*.
 D. : Damon, before his execution, said to Dionysius, "I have but one favour, to ask of you. Let me visit my wife and children."
 In. : Damon, before his execution, *begged* Dionysius *for but (only) one favour, which was that (or, and it was that) he might be permitted to visit his wife and children*.
 D. : The king said to the messenger (sent by the prince who is in the battle field), "Tell him that I will send no help. If my son gains the battle, the glory shall be his own. Let the boy win his spurs."
 In. : The king *ordered* the messenger to tell him (his son) that he would send no help, for if his son, gained the battle, the glory should be his own. The boy *must win his spurs* (=must prove his right to promotion by distinguished service.)

Exercise

Change the following to the Indirect form :—

(a) "Let me see what you have got in your hand," said his mother. He said, "Let the boy come in." She said to her companions, "Let me go on with my work, please." The Headmaster said to the peon, "Let the boy go out." She said to her husband, "Let us die together, I will not survive you." He said, "Let me have a glass of water." God said, "Let there be light." Ram said, "Let us have a walk by the riverside." He said to me, "Let us not run the risk of going there." I said, "Let us go and ask his father." He said, "I cannot slay you, let us part."

(b) "What are you doing, good old woman?" said the princess. "I am spinning my pretty child." "Ah, how charming! Let me try if I can spin also."

(c) Nelson said, "Hardy, it will be all over with me soon. Come nearer to me. Let my dear Lady Hamilton have my hair, and all other things belonging to me."

(d) "Has your Majesty any doubt of this man's guilt? There is the very sword with which he meant to slay you. How sharp and bright and terrible it is! Quick, let him taste the wine; or perhaps he may do the deed yet."

If the reported speech is mixed, that is, if it consists of assertive, interrogative, imperative or optative or exclamatory sentences, not only should the rules for each class be observed as required in each case, but there must be a connecting link between the sentences of different kinds, so that the Indirect form conveys a coherent idea.

1.

D. : He said to me, "What is your name? Whence do you come? Have a seat here."

In. : He enquired of me what my name was and whence I came, and told me to have a seat there.

D. : He said to me, "Why were you absent yesterday? Tell me the reason. Can't you hear me?"

- In. : He asked me why I had been absent the previous day and bade me (to) tell him the reason. He asked again if I could not hear him.
- D. : "Oh, that's all", Miller said cheerfully, "Give us a start, I shall not complain if it comes to nothing."
- In. : Miller replied cheerfully that that was all right. He requested him to give them a start and said that he would not complain if that came to nothing.
- D. : "Lord bless you, sir !" exclaimed my aunt in her abrupt way, "What are you talking about ?"
- In. : My aunt in her abrupt way invoked on him the blessings of the Lord and then enquired as to what he was talking about.
- D. : A gentleman came and said, "What a fine and large melon ! I think I must buy it. What do you ask for it, my boy ?"
- In. : A gentleman came and said that it was a fine and large melon. He wanted to buy it. Addressing the boy he enquired as to what he asked for that.

II

- D. : "So you don't want to be an ass, good !" exclaimed the priest. "Farewell, my son. Give your mother my blessings. May your head grow longer every day."
- In. : The priest exclaimed in joy saying that it was good that he did not want to be an ass. Addressing him as his son the priest bade him farewell and wished that his head might grow longer everyday.
- D. : Prospero said, "You do not recollect what a torment I freed you from. Have you forgotten the wicked witch, who with age and envy was almost bent double ? Where was she born ? Speak, tell me."
- In. : Prospero told him that he did not recollect what a torment he had freed him from. He asked him whether he had forgotten the wicked witch, who with age and envy had been almost bent double. He bade him (to) tell where she was born.

- D. : The man said, "I have told you before that when I am asleep, you should not wake me. Leave my service and don't let me see your face again."
- In. : The man reminded him that he had told him before, that he must not wake him when he was asleep. He ordered him *therefore* to leave his service, and *forbade* him *ever* to let him see his face (or, to show him his face).
- D. : He said, "I am sure I have the consent of all who are listening to me tonight. Do not hastily set down our efforts as useless. Let us be patient. We have advanced far during the past few days."
- In. : He said that he was sure he would have the consent of all who were listening to him that night. He asked them not to hastily set down their efforts as useless, but to be patient, *for* they had advanced far during the past few days.
- D. : "Come here", said Mr Creakle beckoning to me; "I have the happiness of knowing your father-in-law," whispered Mr Creakle, taking me by the ear, "and a worthy man he is, and a man of strong character. He knows me, I know him. Do you know me? Hey?" said Mr. Creakle, pinching my ear with ferocious playfulness.
- In. : Mr Creakle beckoning to me asked me to go there. Taking me by the ear he whispered that he had the happiness of knowing my father-in-law, and that he was a worthy man, and a man of strong character. They *knew each other*. Mr Creakle pinching my ear with ferocious playfulness asked me if I knew him.

Exercise

- (1) (a) "If it be so", said he, "there is no time to be lost."
- (b) He said to me, "Be sure, I will not deceive you."
- (c) The teacher said to me, "See this is where your mistake lies."
- (d) "To tell the truth, I was rather unhappy about you," said she.

- (2) (a) "Be not cast down", said Mentor, "remember whoseson thou art, and all shall be well there."
- (b) "And what's your name, young man"? said Uberto ; "you need not be afraid of confessing to me your birth and condition."
- (c) Alexander said to Porus, "How do you desire to be treated ?" He answered, "Like a king."
"And have you nothing else to request?" replied Alexander. "No", said he.
- (3) He said, "Why are you still waiting here, boy ? Go away now, and come again the day after to-morrow."
- (4) "Thank you, Mr Ambrose", she answered, "for being so frank ; you have taken a great load from my spirit."
- (5) I said, "Will you come to dinner tonight ?" "I would if I could", replied he, "but my doctor declares that in this weather I may catch a cold. Please excuse me this time."
- (6) "Where are you going ?" said the merchant. "I was just coming to see you," replied the youth. "What do you want ?" "To earn my bread by the labour of my hands." "Do you really want work ?" "Yes, if you have any."
- (7) "Who is there ?" he asked.
"Dick Arkwrite," replied an unknown voice.
"Are you a spinner ?" inquired Hergreaves, still afraid.
"No, a barbar", came the reply, "and I want a night's lodging."
- (8) Then Portia said to Shylock, "Be merciful. Take the money, and bid me tear the bond." "But I will show no mercy", said the cruel Shylock.
- (9) "Young men whom I see in large numbers, you are the hopes of the country. Now I ask how many of you are prepared to devote your lives to the good of your country." (Several voices ; "We will try our best")

- (10) "If that be the case," said the father, "you certainly shall not go ; but make another attempt, and I will leave it to your honour. If the road is dangerous, you may return ; but remember, boys, I have left it to your honour."

Further Examples worked out

- (1) D. : But Rustum said, "Rash boy ! will you be content to fight with no one of less might than Rustum ? If great Rustum stood before you, you *would* either yield or your bones *would* strew this sandy plain."

In. : But Rustum *called him a rash boy for his being* content to fight with no one of less might than Rustum. He *threatened the boy that if* great Rustum *had stood* before him, he (the boy) *would have* either yielded or his bones *would have* strewn that sandy plain.

- (2) D. : The Magistrate said to the complainants, "Surely it *would be* better for you to *lay* this complaint of yours at the thana instead of coming to me—when you see I am so busy."

In. : The Magistrate told the complainants that surely it *would have been* better for them to *have laid* that complaint of theirs at the thana instead of coming to him when they saw he was so busy.

- (3) D. : "I wish I were a king's son," cried a poor boy. "Why do you wish that, my boy ? What would you think if I told you that you might be a king's son if you choose, this very moment ?" asked the teacher.

In. : A poor boy cried that he wished that he *were (not, had been)* a king's son. Thereupon his teacher asked the boy why he wished that and what he *would have* thought if he (the teacher) *had told* him that he (the boy) might be a king's son, that very moment.

- (4) D. : Then he said to his friend, "Give me your hand ! Fare you well ! Grieve not that I am

fallen into this misfortune for you. Commend me to your wife and tell her how I have loved you !”

In. : He then asked his friend to give him his hand, and *bidding him farewell*, told him not to grieve that he had fallen into that misfortune for him (friend), *but to recommend him* to his (friend's), wife and (to) tell her how he had loved him (his friend).

(5) D. : The speaker said, “I entirely object to the proposal. I object to it as founded on a wrong principle, and I object to it as highly inconvenient at this time. Have you considered all that this proposal involves? Gentlemen, I entreat you to be cautious.”

In. : The speaker told his audience that he entirely objected to the proposal as founded on a wrong principle and as highly inconvenient at that time. He asked them (his audience) if they had considered all that that proposal involved, and entreated them to be cautious.

(6) D. : “There is truce betwixt our nations,” he said “wherefore should there be war betwixt thee and me?—Let there be peace between us.”

In. : He asked wherefore there should be war betwixt them *when* there was truce betwixt their nations. He *therefore*, *proposed* that there should be peace between them.

(7) D. : “I wonder child,” said the old lady, “that hunger and fear did not drive you home.” “Fear; grand-mamma,” replied the future hero. “I never saw fear; what is it?”

In. : The old lady told the *child* that she wondered that hunger and fear had not driven him home. *Much surprised to hear his grand-mamma speak of fear*, the future hero told her in reply that he had never seen fear and asked her what it was.

(8) D. : “Give this man food and drink and detain him” said he to the sergeant;

"Why detain him, Colonel ? I can tell you no more."

"We shall need you as guide."

"As guide ! But the Count ? If I were to fall into his hands ? Ah, Colonel !"

In. : He ordered the sergeant to give that man food and drink and detain him. The man asked the Colonel why he would detain him, for he could tell him no more. The Colonel replied that they would need him as guide. The man *exclaimed in fear that he could not go as guide, for he might then fall into the hands of the Count.*

(9) D. : The sergeant thrust his gun and said, "Silence for your life ! The house is surrounded and you cannot escape. Come round and open the door, and we will show you no mercy when we come in."

"For God's sake, don't shoot. I will open it. I will open it."

"Where is Count Eustace de Chateau Noir ?"

"My master ! He is out, sir."

In : The sergeant thrust his gun and ordered the man to keep silence for his life. He further said that the house was surrounded and he could not escape. He ordered him to come round and open the door, otherwise they would show him no mercy when they came in. The man in the name of God implored him not to shoot. He said that he would open it *presently*. The sergeant asked him where Count.....Noir was. He politely replied that his *master* was out.

(10) D. : "How are you, Copperfield ?" said he. "Fine morning !"

"Beautiful morning, sir," said I. "Could I say a word to you before you go into court ?"

"By all means," said he. "Come into my room."

"I am sorry to say," said I, "that I have some rather disheartening intelligence from my aunt."

"No !" said he. "Dear me ! Not paralysis, I hope? "
 "It has no reference to her health, sir," I replied.

In. : He *addressed* me as Copperfield and asked me how I was, and *bade* me fine morning. I wished him beautiful morning in return and asked him if I could say a word to him before he went to the court. He said I could *do* that by all means and asked me to go into his room. I said I was sorry that I had some rather disheartening intelligence from my aunt. He exclaimed sorrowfully and said that he hoped that it was not paralysis. I replied that it had no reference to her health.

(11) D. : He answered slowly. "Alas ! my dear son, why do you ask the one thing I cannot grant you ? Your hands are too weak to rein these fiery beasts ; you do not know the path. Come, ask something else, anything but that."

In. : He *exclaimed* in sorrow and *affectionately* asked his son why he asked the one thing he could not grant him. He *added* that his hands were too weak to rein those fiery beasts and *that* he did not know the path. He advised him to ask something else, anything but that.

(12) D : Pupil. Good morning, sir.

Teacher. Good morning, Ram, how do you do ?

Pupil. Pretty well, thank you ; but these are hard times.

Teacher. Yes, to be sure, they are ; but we are to do the best we can. If you have no employment, you had better get some.

Pupil. Willingly, and if you hear of any one who can help me, please let me know.

Ir. : Ram bade his teacher a *respectful* good morning. The teacher *wished* him good morning in return and enquired of him how he did. Ram *thanked* him and said that he *was* doing pretty well, but that those were hard times. The teacher *agreed* with him that they certainly were bad times but told him emphatically that they *had* (not, were) all to do the best they could. He *added* that if he (Ram) had no employment, he had

better get some. In reply Ram said that he would willingly get some and requested his teacher to be kind enough to let him know if he (the teacher) heard of any one who could help him (Ram).

(13) D. "My lord", said the stranger to the judge, "will you not buy this white rabbit?" His lordship shook his head and was going on.

"My lord", repeated the stranger in a remarkably expressive tone, "surely you will not refuse to buy my rabbit."

The judge : "What am I to do with it? Leave me alone."

"You shall buy my rabbit at once," retorted the man, pointing a pistol at his breast.

Judge : "Very well, then, I will buy it. Why did you not explain yourself more clearly at first?"

In. : Respectfully addressing the judge, the stranger asked whether or not he would buy that white rabbit. His lordship shook his head and was going on. Addressing his lordship again the stranger repeated in an expressive tone that surely he would not refuse to buy his rabbit. The judge in reply inquired what he was to do with that. Pointing a pistol at his breast the man retorted that he must (or should) buy his rabbit at once. The judge agreed to buy that and asked why he did not explain himself more clearly at first.

(14) D. : They said, "Is it not better for us, then, to fall back and defend the mountain passes? Do not, O Leonidas, be foolhardy."

In. : They then urged Leonidas to consider if it was not better for them to fall back and defend the mountain passes. They appealed to him not to be foolhardy.

(15) D : "Your Majesty asks me whether I have not committed high treason. If I am suspected, let me be brought before my peers."

In. : Being asked by His Majesty whether he had not committed high treason, he said that if he was suspected, he might be brought before his peers.

(16) D. : He said to me, "Would that I could restore your confidence in our fidelity !" "Show it by action," was my answer, "and you need not fear my disapproving of your conduct."

In. : He wished that he could restore my confidence in their fidelity. I *advised* them to show it by action and *assured* them that they need not fear my.....their conduct.

(17) D. : They said to him, "Why should we speak ? You have given us ocular proof of your violent temper."

In. : They told him that *there was no need for them to speak*, as he had given them ocular proof of his violent temper.

(18) D. : "Oh my dear love," said Portia, "despatch the business and be gone : you shall have gold to pay the money twenty times over ; and as you are so dearly bought I will dearly love you."

In. : *Add* ressing him as her dear love, Portia asked him to despatch the business and be gone. She *promised* that he should have.....over, and *assured* him at the same time that as he was dearly bought she would dearly love him.

(19) D. : "Come a step with me, Martin," whispered Gerard. When he had drawn him aside, he said to him in a broken voice : "Good Martin, watch over her for me ! She is my wife ; yet I leave her . . . See Martin ! here is gold—it was for my journey ; it is no use my asking her to take it—she would not ; but you will for her, will you not ? Oh, Heaven ! and is this all I can do for her ? Money ! But poverty is a curse."

In. : Gerard whispered to Martin to go a step with him. When he had drawn him aside, he implored him in a broken voice to watch over her for him (Gerard). He added that she was his wife ; yet he was leaving her. He drew Martin's attention to the gold and said that it was for his journey ; it was no use his (Gerard's) asking her to take that—she would not ; but (he hoped) he (Martin) would take it for her and

he implored him (Martin) to do it. He expressed his deep regret that that was all he could do for her. He wondered if money was all in the world. He added with a deep sigh that poverty was a curse.

(20) D. : "Tell your mistress, little man," said the Captain kindly "that we must speak to her."

"My mistress is ill a-bed," said the page.

"What complaint has she?"

"The rheumatism."

"Rheumatism? that is a sad complaint. That coach is in the yard to fetch the doctor, I suppose?"

"I do not know."

"When did his Lordship go away?"

"Yesterday night."

"With Father Holt?"

"With Mr. Holt."

"And which way did they travel?"

"They travelled without me."

"We must see Lady Castlewood."

"I have orders that nobody goes in to her Ladyship—she is sick," said the page.

In. : Addressing the page as little man the Captain told him to tell his mistress that they must speak to her. At this the page said that his mistress was ill a-bed. The Captain asked the page what complaint she had. The page said that it was rheumatism. The Captain repeated the word "rheumatism" in astonishment and said that that was a sad complaint. He added that he supposed that the coach in the yard was to fetch the doctor. The page said that he did not know that. The Captain then asked him when his Lordship had gone away. The page replied that he had gone away the night before. The Captain then asked him if he had gone away with Father Holt. The page replied that he had gone away with Mr. Holt. The Captain then asked him which way they had travelled. The page replied that they had travelled without him (the page). Thereupon the Captain said that they must see Lady Castlewood. The page said that he had orders that nobody should go in to her Ladyship—she was sick.

MISCELLANEOUS

From Direct to Indirect

Turn the following dialogue into the Indirect form of speech ;—

Canute—Is it true, my friends, what you have so often told me, that I am the greatest of monarchs ?

Offa—It is true my liege ; you are the most powerful of all kings.

Oswald—We are all your slaves ; we kiss the dust of your feet.

Offa—Not only we, but even the elements are your slaves. The land obeys you from shore to shore and the sea obeys you.

Canute—Does the sea, with its loud boisterous waves obey me ? Will that terrible element be still at my bidding ?

Offa—Yes, the sea is yours ; it was made to bear your ships upon its bosom and to pour the treasure of the world at your royal feet. It is boisterous to your enemies, but it knows you to be its sovereign.

Ans.—One day Canute asked his courtiers if it was true that he was the greatest of monarchs, which they had so often told him. Offa, one of the courtiers replied that indeed he was the most powerful of all kings. Another courtier, Oswald by name, said that they were all his slaves and that they kissed the dust of his feet. The first courtier went still further and affirmed that not only they but even the elements were his slaves. The land obeyed him from shore to shore and the sea obeyed him. The king then questioned him if the sea with its loud boisterous waves, obeyed him and if that terrible element would be still at his bidding. Offa answered in the affirmative and said that the sea was his (Canute's) ; it had been made to bear his ships upon its bosom and to pour the treasures of the world at his royal feet ; it was boisterous to his enemies, but it knew him to be its sovereign.

Write in the Indirect form of speech the following conversation between Ram and his sister, as if reported by Ram to Govind at the railway station on the day after it took place :—

Rama. Have you heard that Govind has holidays now and that he will arrive here tomorrow ?

Sister. No ; when did his holidays commence ?

Rama. Last week. Let us go and ask his father to take us with him to the station to meet him on arrival.

Sister. Alas ! I shall stay with our mother for she is ill, but go you to the station without me.

Ans. I asked my sister yesterday if she had heard that you have holidays now and that you would arrive here today. She replied in the negative and asked when your holidays had commenced. I told her that they (holidays) had commenced last week. Then I proposed that we should go and ask your father to take us with him to the station to meet you on arrival. But my sister said with regret that she would stay with our mother for she was ill, and asked me to come to the station without her.

Write the following in indirect speech as if reported by Govind to Krishna on the morning after the conversation took place :—

Ram to Govind. We shall have a holiday tomorrow. Let us now tell Krishna to ask his teacher to give a holiday also.

Govind. I agree to your proposal. But meanwhile you and I may practise kicking the football. You have one with you. Place it on the ground for me to kick at. (Ram places the ball in position and Govind kicks it.)

Ram. Ha ! the ball did not rise ! I can do better than that.

Govind. Do so. (Ram kicks the ball.)

Ram. You should kick the ball thus.

Govind. Well done ! you kick the ball as well as Krishna does it. Will you tell him to ask for the holiday or shall I ?

Ans. Ram told me yesterday that we should have a holiday today. So he proposed that we should tell you to ask your teacher to give you a holiday also. I agreed to his proposal, but said that meanwhile he and I might practise kicking the football. He had one with him. I told him to place it on the ground for me to kick at. He placed the ball in position and I kicked it. Ram exclaimed that the ball had not risen and that he could do better than that. I asked him to do so, and he kicked the ball. He told me that I should kick the ball in that way. I exclaimed in joy that it was well done, and said that he could kick the ball as well as you. Then I asked whether he would tell you to ask for the holiday or I should.

Exercise.

Change into Indirect form of narration :—

(1) "Is that you, Peggoty?"

"Yes, my Davy," she replied.

"How is Mama? Is she very angry with me?"

"No. Not very. Davy, what I want to say that you must never forget me."

(2) "But, sir," asked the boy, "are not asses with long ears useful? They carry heavy loads for man."

The Guru said, "What do you like to do—carry sacks of sugar on your back, or taste sugar?"

"I want to taste sugar, my lord," answered Raghu timidly.

"So you don't want to be an ass, good!" exclaimed the priest, "Farewell, my son. Give your mother my blessings. May your head grow longer every day."

(3) "Who hath dared to wound thee?" cried the Giant; "tell me, that I may take my big sword and slay him!"

"Nay!" answered the child; "but those are the wounds of love." "Who art thou?" said the Giant.

The child said to him, "You let me play once in your garden, today you shall come with me to my garden, which is Paradise."

(4) Savitri said, "O, Yama, powerful lord ! thou hast promised my husband and myself a hundred sons. How can this be if Satyaban be not restored to life ? I do not wish for heaven itself without my husband. Give me O Yama, my husband back. Let Satyavan live once more."

(5) "Where is Count Eustace ?"

"My master ! He is out, sir."

"Out at this time of night ? your life for lie !"

"It is true, sir He is out."

"Where ?"

"I do not know."

"Doing what ?"

"I cannot tell. No, it is no use cocking your pistol, sir. You may kill me, but you cannot make me tell you that which I do not know."

(6) "How do you do, ma'am ?" I said to Miss Murdstone.

"Ah, dear me !" sighed Miss Murdstone, giving me the tea-caddy scoop instead of her fingers.

"How long are the holidays ?"

"A month, ma'am."

"Counting from when ?"

"From today, ma'am."

"Oh !" said Miss Murdstone. "Then here is one day off."

(7) The Earl of Leicester said to his wife, "Amy, I am sorry you have ruined me." Astonished at this, Amy said "How can I have injured that which I love better than myself ?" Leicester said, "I have no wish to upbraid you but you went to the palace against my orders. Does not your presence there endanger both yourself and me ?"

(8) Customer : Can I get a garden-roller in this shop ?

Assistant : Yes sir, in our hardware department.

Customer : And how do I get there ?

Assistant : It is on the third floor.

Customer : Is there a lift or must I take the stairs ?

Assistant : There is a lift through the door facing you and the first turning on the left.

(9) The miller dressed himself like a scholar and went to the master.

"Ask your questions without delay," he said.

"How many ladders would reach the sky ?"

"One, if it were long enough."

"How long will it take to go round the world ?"

"If I were as swift as the sun and the moon I would run round it in twenty-four hours."

"What am I thinking ?"

"You are thinking that I am your pupil, but I am your brother, the miller."

(10) Write the following dialogue in indirect speech ; the reporting verbs should be in the *past tense*.

Farmer. I have caught you now, you rogue ; I will hang you.

Fox. Why ?

Farmer. For stealing my geese.

Fox. It is the way of our family.

Farmer. It shall be your way no longer, you shall be hanged. You are a rogue.

Fox. No, no, neither rogue nor fool. At any rate have patience with me.

Farmer. Well, what then ?

Fox. Give me my share and I will not touch yours hereafter.

Farmer. Your share ! No.

Fox. Then take and teach me, possibly I may improve.

Farmer. Nonsense ! animals like you never change their ways.

(11) "I hope you've got your hair well fastened on ?" he continued, as they set off.

"Only in the usual way," Alice said, smiling.

"That is hardly enough," he said anxiously.

"You see the wind is so very strong here. It's as strong as soup."

"Have you invented a plan for keeping one's hair from being blown off?" Alice inquired.

"Not yet," said the Knight, "But I have got a plan for keeping it from falling off"

(12) A fawn one day said to her mother, "Mother, you are bigger than a dog, and swifter and better minded and you have horns to defend yourself; how is it that you are so afraid of the hounds?" She smiled and said, "All this my child, I know full well; but no sooner do I hear a dog bark than, some how or other, my heels take me off as fast as they can carry me."

(13) "It is only a soldier's blanket," was the reply. "Whose blanket is it?" said he half lifting himself up. "Only one of the men's." "I wish to know the name of the man whose blanket this is." "It is Duncan Roy's of the 42nd; Sir Ralph."

"Then see that Duncan Roy gets his blanket this very night."

(14) "And what's your name, young man?" said Uberto "You need not be afraid of confessing to me your birth and condition." "Alas!" he answered: "I fear my captors already suspect enough to demand a large ransom. I am the only son of Adorno, the richest merchant of Geneva." "Adorno!" cried Uberto, "Thank Heaven for I shall be revenged."

(15) He said, "No man can resist this arm of mine, and you are but a child. I cannot slay you, let us part. Or come with me, and be a son to me, and fight beneath my banner till I die." When Sohrab heard the great voice of Rustum and saw his giant form, hope filled his heart, and stepping forward he said, "Are you Rustum? Oh tell me truly, are you Rustum?" But Rustum said, "Rash boy! will you be content to fight with no one of less might than Rustum? If great Rustum stood before you, you would either yield or your bones would strew this sandy plain." Sohrab in anger replied, "I am no girl, to be made pale by words. You are bigger and older than I, but you cannot be sure of victory. Begin and know that I have no fear of you or any man."

PUNCTUATION

Punctuation is the method in accordance with which the parts or members of sentences are marked off by points or stops, that is, the right use of putting in points or stops in writing.

The Principal stops are—(1) The Comma (,), (2) the Semicolon (;), (3) The Full Stop (.), (4) The Colon (:), (5) The Note of Interrogation (?) (6) The Note of Exclamation (!).

Other marks in common use are the Dash (—), the Parenthesis or Bracket ([]), and the Inverted Commas (“ ... ”).

The Use of the Comma.

The Comma marks the shortest of these pauses. The following illustrate the use of the Comma :—

(1) The Comma is used to mark off a noun or phrase in apposition ; as :—

John, the carpenter, was the father of Jesus Christ.
Delhi, the capital of India, is an ancient city.

(2) The Comma is used to mark off the Nominative of Address ; as :—

England, with all thy faults I love thee still.
Friends, Romans, countrymen, lend me your ear.

(3) The Comma is inserted to separate a series of words in the same construction. This rule also holds good where the conjunction ‘and’ stands before the last word ; as :—

Fight faithfully, manfully, loyally against every evil.
It was a long, dull, and wearisome journey.
There was a league between England, Russia, and Spain.

(4) The Comma is also used to mark off each pair of words joined by ‘and’ ; as :—

We should be low and humble in spirit, cheerful and content with our lot.

Death does not distinguish between high and low, rich and poor, wise and foolish.

(5) The Comma is inserted before and after a participle phrase, provided that the phrase might be converted into a sentence, and is not used simply for qualifying a noun or pronoun ; as :—

Turning to the left, you will find his house.

Driven by hunger, the man stole rice.

The traveller, being fatigued, sat under a tree.

The man, beaten at every point, fled from the field.

(6) The Comma is used to avoid the repetition of a verb ; as—

Susila is a Bengali ; Tarabai, a Rajput.

Indu received fifty rupees ; Hari, thirty rupees.

He will get a prize ; you, never.

(7) The Comma is often used after adverb phrases at the beginning of a sentence ; as—

On the arrival of the general, the troops presented arms.

(8) The Comma is often inserted to separate an Adverb clause from a principal clause ; as—

When we started for home, it was almost dark.

Had I not seen it with my own eyes, I would not have believed it.

N. B. (i) But the Comma is omitted before an adverb clause if it is very closely connected with the Principal clause ; as—

I know you better than he does.

Ram loves me more than Shyam.

(ii) The Comma is also omitted before an adverb clause when it follows the Principal clause ; as—

No one trusts a liar even when he speaks the truth. He finished first though he began last.

(9) The Comma is used after both of two prepositions used with a single noun ; as—

He studied hard for, and came out first, in the examination.

(10) The Comma is used after an Absolute construction ; as—

Spring advancing, the swallows appear.

His mother being seriously ill, he could not attend school.

(11) The Comma is used to separate a noun clause (subject or object) preceding the verb, when clearness demands it: as—

Whatever faculty man has, is improved by use.

The fact that you have not signed your name to the letter, shows that you lack moral courage.

Whatever is, is right.

That he would succeed in his undertaking, no one ever doubted.

(12) The Comma is placed before a Relative Pronoun introducing a co-ordinate clause; as—

I gave the letter to Ram, *who* (=and he) *posted it*.

He has met a serious loss, *which* (and this) is a sore grief to him.

Come to Jadu's house this evening, *when* (=and then) you are sure to find me there.

N. B.—But the Comma is *omitted* before a Relative Pronoun introducing an adjective clause restrictive in meaning; as—

This is the man *who* came here yesterday.

I want to see the ring *that* you have bought.

This is the village *where* he was born.

(13) The Comma is placed before and after Gerundial infinitives used in an explanatory or parenthetical sense; as—

To sum up, the man was convicted of three charges.

I am, to tell the truth, quite at a loss.

To tell you frankly, I cannot trust your brother.

He was, so to speak, dead with fear.

(14) The Comma is placed between co-ordinate clauses with *different subjects*, connected by 'and'; as—

His mother is dead, and his father is an old man.

(15) The Comma is used to mark off a direct quotation from the rest of the sentence; as—

He said to Ram, "Go there and tell him."

, 'Go then,' said the ant, and dance the winter away."

The Use of the Semicolon

The Semicolon represents a pause greater than that indicated by the comma.

(1) The Semicolon is placed between co-ordinate clauses with different subjects, when those clauses are not connected by conjunctions ; as—

"Today we love what tomorrow we hate ; today we seek what tomorrow we shun ; today we desire what tomorrow we fear."

(2) The Semicolon is also used between co-ordinate clauses connected by conjunctions, when their parts or members contain Comma ; as—

"He was a brave, large-hearted man ; and we all honoured him."

(3) The Semicolon is applied to give greater emphasis to different clauses ; as—

"As Caesar loved me, I weep for him ; as he was fortunate, I rejoice at it ; as he was valiant, I honour him ; but as he was ambitious, I slew him."

(4) The Semicolon is placed between co-ordinate clauses connected by some co-ordinating conjunction ; as—

He was all right ; only he was fatigued.

I met him as he was leaving his house ; otherwise I should not have known where he lived.

The Use of the Colon

The Colon indicates a pause still longer than that expressed by the Semicolon.

(1) When one statement (complete in itself) is followed by another statement or a series of statements connected with it (without a conjunction) by way of explanation, the Colon stands after the first statement, that is, after the first co-ordinate clause ; as—

It won't enable students to write vigorous and powerful English : no book on composition can possibly help him to do that.

Strive, above all things, to preserve health : there is no happiness in life without it.

They endured the greatest hardships : they were short of provisions : they were half dead with cold : night was coming on.

(2) When one part of a sentence is followed by another portion (which is connected with it) by way of *example, enumeration of details, consequence, or cause*, the Co:lon stands *after the first portion*, as—

The principal parts of a verb in English are : the present tense, the past tense, and the past participle.

There were many things for sale : books, stationery, chairs, beds, writing desks, and a host of other things.

No man should be too positive : the wisest often err.

(3) When the *general* statement comes *after the particular* statements, the Co:lon is used *before it* ; as—

They were short of provisions ; they were half dead with cold ; night was coming on : these were the hardships they had to endure.

(4) The Co:lon may be used to introduce a *quotation*. It is usually used with a *dash* after it ; as—

Then Peter stood forth and said :—"Of a truth I perceive that God is no respecter of persons."

(5) The Co:lon is used to introduce a *series of clauses*. In this case also it is used with a *dash* after it ; as—

"You must now hear what I have to say about the uses of iron :—we sleep on iron ; we travel on iron ; we float on iron ; we plough the fields with iron : we shoot with iron ; we chop down trees with iron :—in fact, there is scarcely anything that we can do without the help of this wonderful metal."

(Nesfield.)

The Use of the Note of Exclamation

The Note of Exclamation (!) is used after interjections and after phrases and sentences to express an emotion and wish or prayer :

Alas ! the man is ruined. Hush ! the baby is asleep. Bravo ! it is a capital hit. What a wonderful sunset ! O, what a violent end he has met ! God save the king !

The Use of Inverted Commas or Quotation Marks

(i) These are used to enclose the exact words used by a speaker, or (to enclose) a quotation: Ram said, "I am busy." "Wisdom," said Solomon, "is better than rubies."

(ii) These are used to introduce a quotation within a quotation, a single inverted comma is placed at either end; as—The sergent said to the colonel: "I wish to report this soldier for saying, 'I refuse to do what you ordered me to do.' " "I am sorry," said the gentleman, "that the teacher persists in speaking of my son as 'that lazy fellow.' "

The Use of the Dash

The Dash is inserted where there is an abrupt break or sudden change in thought in the middle of a sentence.

The Dash is used—

(a) To indicate an abrupt break or sudden change in thought in the middle of a sentence;

The man was—well, I cannot exactly say what sort of a man he was.

I could tell you about my—but perhaps you have heard enough by this time.

Was there ever a bolder Captain of a more valiant band? Was there ever—but I scorn to boast.

(b) To mark a pause in a sentence:

He looked at me for sometime—and then burst into tears.

(c) To indicate a significant pause, made to emphasise what follows:

He was a great scholar, a brilliant speaker, a gifted writer—but a drunkard.

(d) To sum up several particulars in one common expression: Health, friends, position—all are gone. Wealth, success, happiness—everything depends upon health.

(e) To indicate the repetition of a word or a notion: I wondered at his errors—errors which could so easily

have been avoided. This is a wonderful picture—perhaps the most perfect that has ever been painted.

(f) To mark words used in apposition or explanation: You have forgotten the most important thing of all—money. He has dismissed all his servants—bUTler, cook, gardener, housekeeper and everyone else. Napoleon sacrificed everything to his aim—money, troops, generals, even his own safety.

Double Dashes are used—

(a) To separate from the main part of the sentence a phrase or clause which is not grammatically connected with it :

Your friend—to tell you frankly—is not a man to be trusted. My dog—such is the power of jealousy—attacked its rival whenever they met.

(b) To mark words in apposition or explanation: England and Russia—the two great empires on the face of the earth—have no real cause of enmity.

EXAMPLES

Punctuate the following using capitals, where necessary :—

1. Every one who knows you acknowledges when he considers the case calmly that you have been wronged.

Ans. Every one who knows you, acknowledges, when he considers the case calmly, that you have been wronged.

2. if a man say i love god and hateth his brother he is a liar for he that loveth not his brother whom he hath seen cannot love god whom he hath not seen.

Ans. If a man say, I love God, and hateth his brother, he is a liar ; for he that loveth not his brother whom he hath seen cannot love God Whom he hath not seen.

3. the fact is that if you had told sycorax that her son caliban was as handsome as appollo she would have been pleased witch as she was.

Ans. The fact is that, if you had told Sycorax that her son Caliban was as handsome as Appollo, she would have been pleased, witch as she was.

4. He would repent then, i thought he would remember when I was dead how much he owed me and the remembrance would be torture.

Ans. He would repent then, I thought : he would remember, when I was dead, how much he owed me, and the remembrance would be torture.

5. it is our rightful king robert bruce answered the mistress who is the lawful lord of this country and although he is now pursued and hunted after with hounds and horns I hope to live to see him king over all scotland.

Ans. "It is our rightful King Robert Bruce," answered the mistress, "who is the lawful lord of this country ; and although he is now pursued and hunted after with hounds and horns, I hope to live to see him King over all Scotland."

6. i hope you have got your hair well fastened on ? he continued as they set off only in the usual way alic said smiling thats hardly enough he said anxiously you see the wind is so very strong here its as strong as soup.

Ans. "I hope you have got your hair well fastened on ?" he continued, as they set off. "Only in the usual way," Alice said smilingly. "That's hardly enough," he said anxiously, "you see the wind is so very strong here. It's as strong as soup."

7. He was waiting for us in fact at the public house a huge strong fellow, six feet high broad in proportion and round shouldered but with a simpering boys face and curly light hair that gave him quite a sheepish look.

Ans. He was waiting for us, in fact, at the public-house—a huge, strong fellow, six feet high, broad in proportion and round-shouldered ; but with a simpering boy's face and curly light hair that gave him quite a sheepish look.

8. A short walk brought us I mean the master and me to salem house which was enclosed with a high

brick wall and looked very dull over a door in this wall was a board with salem house upon it.

Ans. A short walk brought us—I mean the Master and me—to Salem House, which was enclosed with a high brick wall, and looked very dull. Over a door in this wall was a board with Salem House upon it.

9. What I particularly request Mr. micawber to be careful of is said Mrs. Micawber that he does not my dear Mr. copperfield in applying himself to this subordinate branch of the law place it out of his power to rise ultimately to the top of the tree.

Ans. "What I particularly request Mr. Micawber to be careful of, is," said Mrs. Micawber, "that he does not, my dear Mr. Copperfield, in applying himself to this subordinate branch of the law, place it out of his power to rise ultimately, to the top of the tree."

10. Certainly replied traddles but in the meanwhile and until everything is done to our satisfaction we shall maintain possession of these things and beg you in short compel you to keep your own room, and hold no communication with any one.

Ans. "Certainly," replied Traddles; "but, in the meanwhile, and until everything is done to our satisfaction, we shall maintain possession of these things and beg you—in short, compel you—to keep your own room, and hold no communication with any one."

11. Have you finished your lesson george said Mr. maurice to his son no father replied george hanging down his head why not my son because it is difficult. father I am sure father I shall never learn it besides I could not remember it after I had learnt it if I were to promise a holiday on the third of the next month do you think you would forget the date no I am pretty sure I should not.

Ans. "Have you finished your lesson, George?" said Mr. Maurice to his son. "No father," replied George, hanging down his head. "Why not, my son?" "Because it is difficult, father, I am sure, father, I shall never learn it. Besides, I could not remember it, after

I had learnt it." "If I were to promise a holiday on the third of the next month, do you think you would forget the date?" "No, I am pretty sure I should not."

12. just let go my hand cant you what business had your hand in my pocket replied I angrily I was just feeling for my pocket handkerchief replied the young man I always keep it in my breeches pocket but not in my neighbours I presume my neighbours replied he with a vacant stare well so it is I see now I thought it was my own I released his hand and pray who are you said I me why I'm a fool more knave than fool I expect replied I much puzzled.

Ans. "Just let go my hand can't you?" "What business had your hand in my pocket?" replied I angrily. "I was just feeling for my pocket-handkerchief," replied the youngman, "I always keep it in my breeches' pocket." "But not in my neighbour's, I presume?" "My neighbour's?" replied he with a vacant stare. "Well, so it is." "I see now : I thought it was my own." I released his hand. "And pray, who are you?" said I. "Me? Why, I'm a fool." "More knave than fool, I expect?" replied I, much puzzled.

13. I met a stranger and said to him I am a merchant from distant parts on my journey last night I met with thieves who stripped me of my purse and all that I had and now I must see my only friend in this town an officer at the king's palace he will be glad I know to lend me what I ask take me there please and I shall pay handsomely for your kindness tell me your name friend and where you live the stranger smiled and said don't worry my friend let us go the stranger was the king himself.

Ans. I met a stranger and said to him, "I am a merchant from distant parts. On my journey last night, I met with thieves who stripped me of my purse and all that I had ; now I must see my only friend in this town, an officer at the King's palace. He will be glad, I know, to lend me what I ask. Take me there, please, and I shall pay you handsomely for your kindness. Tell me your name, friend, and where you live." The stranger smiled and said, "Don't worry, my friend. Let us go." The stranger was the King himself.

14. A gentleman thinking he was charged too much by a porter for the delivery of a parcel asked him what his name was my name replied the man is the same as my fathers and what is his name said the gentleman it is the same as mine then what are both your names why they are both alike answered the man again and very deliberately walked off.

Ans. A gentleman, thinking he was charged too much by a porter for the delivery of a parcel, asked him what his name was. "My name", replied the man, "is the same as my father's". "And what is his name?" said the gentleman. "It is the same as mine". "Then, what are both your names?" "Why? they are both alike," answered the man again, and very deliberately walked off.

15. good god cried traddles looking up as I stepped into the room its copperfield and rushed into my arms where I held him tight all well my dear Traddles all well my dear dear copperfield and nothing but good news we cried with pleasure both of us to think said traddles that you should have been so nearly coming home as you must have been my dear old boy and not at the ceremony what ceremony my dear traddles why my dear copperfield said traddles I am married.

Ans. "Good God!" cried Traddles, looking up as I stepped into the room, "it's Copperfield!" and rushed into my arms, where I held him tight. "All well, my dear Traddles?" "All well, my dear, dear Copperfield, and nothing but good news!" We cried with pleasure, both of us. "To think," said Traddles, "that you should have been so nearly coming home as you must have been, my dear old boy, and not at the ceremony?" "What ceremony, my dear Traddles?" "Why, my dear Copperfield", said Traddles, "I am married".

SYNOPSIS OF SOME IMPORTANT PORTIONS OF ENGLISH GRAMMAR

The students are required to study the following for examination purpose.

1. Illustrate the following in short sentences :—

(a) A Noun of Multitude, (b) A Proper Noun used as a Common Noun, (c) A Common Noun used as a Proper Noun, (d) A Material Noun used as a Common Noun, (e) An Abstract Noun used as a Common Noun (f) A Common Noun used as an Abstract Noun, (g) An Abstract Noun used in a concrete sense, (h) An Abstract Noun used as a Proper Noun.

Ans. (a) The jury were divided in their opinions. (b) A Newton is not born in every age. (c) The King opened the *Parliament*. Jusus is the son of God. (d) He was put in irons (fetters made of iron). He takes two daily papers. (e) She is a beauty (a beautiful girl). India expects much from the youth (young men) of Bengal. (f) He felt the patriot (the patriotic feeling) within his breast. All the father rises in my heart. (g) Boys should have respect for age (old or aged persons). (h) Fortune smiled on him.

2. Mention (a) three masculine nouns which have no corresponding feminine forms; (b) three feminine nouns which have no corresponding masculine forms. (c) three feminine nouns which are used for both sexes; (d) three masculine nouns which are used for both sexes; (e) three masculines which are formed from the feminine; (f) two double feminines.

Ans. (a) Captain, judge, knight; (b) nurse, shrew (a scolding woman), virgin (a maiden); (c) bee, cow, duck; (d) man, poet, painter; (e) bridegroom, gander, widower; (f) songstress, seamstress (a sewing-woman).

3. Show in sentences the use of four nouns which are plural in form (True plurals) but singular in use.

Ans. He adopted a dishonest means to gain his object. Ill news runs apace. One innings only was played. A gallows was built.

(a) What is meant by a True Singular? Exemplify the use of it.

Ans. By a true Singular we mean that the final 's' is part of the original singular noun, and not a sign of the plural.

He has received a *summons* to attend the Court. A *summons* was served upon him. Its Plural form is *summonses*.

(b) Give examples of True Singulars used as plurals.

Ans. *Riches* do not last for ever. The eaves (overhanging edge of roof) are not yet finished.

(c) Illustrate the use of three nouns that have plural forms and are used only in the plural.

Ans. *Thanks* are due to him, not to me. Nowadays *spectacles* are used by many. *Fetters* are made of iron.

(d) Illustrate the use of three nouns that have plural forms but are used in both the numbers.

Ans. The *tidings* (piece of news) come or comes too late. This or *these* good *tidings* will comfort her. This is a *means* to an end. My *means* (income) are small. He made an *amends*. I accept *these demands*.

4. Show in short sentences the use of the following:—

(a) Two nouns which have two meanings in the singular and only one in the plural.

Ans. The moon has no *light* of its own. Give me a *light* (lamp) to read by. There is a row of *lights* (lamps) on either side of the road. The Indians are a religiously-minded *people* (a nation). I do not care for what other people (persons) may say. Different are the customs of the *peoples* (nations) living in different countries.

(b) Two nouns which have one meaning in the singular and two meanings in the plural.

Ans. He was struck on the left *arm* (a part of the body). He received me with open *arms* (parts of the body). The king put down the rebellion by force of *arms* (weapons). What *colour* (a hue) is it? The rainbow is of seven *colours* (hues). The *colours* (flags) of the ship were waving in the breeze.

(c) Two nouns which have one meaning in the singular and a different meaning in the plural.

Ans. You should seek his *advice* (counsel). *Advices* (information) have reached us that the price of paper has gone up. He has done much for the *good* of the country. You are to pay the freight of the *goods*.

5. Illustrate by sentences the use of the following :—

(a) Case in Apposition (or the nominative case in apposition to the subject of the verb); (b) Subjective Complement; (c) Nominative Absolute (or the Nominative in the absolute construction); (d) A Noun in apposition to a pronoun; (e) The Nominative case before the infinitive in Exclamations.

Ans. (a) Alexander the Great, King of Macedon, invaded India. (b) He was honest. He was elected chairman. (c) The sun having set, we resumed our journey. (d) We, the students of the Hindu School, beg to draw your kind attention to the following grievances. (e) He to deceive me? (Could he be a person to deceive me?) I to be so foolish? (Am I a person to be so foolish?)

6. Frame sentences to show the use of the following :—

(a) Noun in apposition in the objective case; (b) The objective case as object of an intransitive verb and its complement; (c) Complementary (or Factitive) object; (d) Retained object; (e) Cognate object; (f) Adverbial object.

Ans. (a) Ramchandra married Seeta, the daughter of Janaka. (b) Starvation stared him in the face. You have played him false. (c) The Committee has appointed him Headmaster. He made me rich. (d) The boy was asked several questions. (e) He dreamt an evil dream. (f) I had to walk twenty miles. This wall is ten feet high.

7. Give instances to exemplify the use of the following :—

(a) Dative or Objective of Interest; (b) Reflex Dative (or Reflexive object); (c) The objective case

with certain impersonal verbs ; (d) Object governed by an adjective ; (e) The objective case in exclamation ; (f) Vocative in Apposition.

Ans. (a) Pluck me a flower. Words failed him to express his gratitude. (b) He has overeaten himself. Fare thee well (=farewell, for thyself). It shames me to hear this (=I am ashamed to hear this). Methinks (=I think) there will be a famine next year. (d) He is like his brother. It is *worth* the trouble. (e) O dear me ! (O dear for me). For shame ! Woe is me ! (Woe is to me). (f) Hear me Susil, my dear brother.

8. Illustrate by examples the correct use of the following :—

(a) Attributive and Predicative Genitive ; (b) Appositional (or Appositive) Genitive ; (c) Elliptical Genitive ; (d) Double Genitive or possessive ; (e) Genitive in Apposition ; (f) Adjectival Noun in Genitive sense ; (g) Subjective and Objective Genitive ; (h) Treble Possessive ; (i) Possessive Pronoun as Antecedent to a Relative.

Ans. (a) This is Ram's book (attributively used). This book is Ram's (used predicatively). (c) The city of Calcutta is very populous. He comes from the province of Bombay. (c) I dined at my uncle's (house). You will get it at the chemist's (shop). (d) He is a friend of my brother's (=one of the several friends of my brother). (e) Herod married his brother Phillip's wife. (f) A beggar is standing at the cottage door (=the door of the cottage). (g) Subjective Genitive—I have not read Shakespeare's plays (=the plays which Shakespeare has written). He has taken exception to your remarks (=the remarks which you have made). Objective Genitive—The Indian team's defeat (defeat was inflicted on the Indian team) was unexpected. (h) That friend of yours is an excellent man. (i) The prize shall be his who is highest in the examination (=The prize shall be given to him who etc.) The scholarship is yours, who have worked so hard for it (=The scholarship belongs to you who etc.).

9. Illustrate by sentences the use of the Pronoun 'it'
1. as Provisional object, 2. as a sort of Cognate

object, 3. as an Impersonal Pronoun (or as subject of an Impersonal verb).

Ans. 1. I find it hard to work out this sum. 2. He wants to lord it over all. 3. It rains. It shames me to tell this.

10. Use 'one,' 'they' and 'you' in an Indefinite sense.

Ans. One should respect one's superiors. They (people in general) say that the Japanese will not invade India. The number three, they say, is 'unlucky'. In Lapland you (one, any one, all concerned) don't see the sun for six months in the year. It is bad at first, but you soon get used to it.

11. Use *one* (a) as a 'oun, (b) as an Adjective in the sense of a certain, not known ; (c) as an Adjective in the sense of the same.

Ans. (a) The young ones of a tiger, (b) One Haripada has headed the list of the successful candidates in the Matriculation examination. (c) It is all one to me.

12. Illustrate the following :—

(a) Negative Relative (or *But* as a Relative pronoun)

(b) As used independently as a Relative Pronoun (with antecedent inferred from main sentence.

Ans. (a) There is no mother but loves her child (but loves her child=who does not love her child).
(b) This is true, as (=a thing which) I said before. He was a foreigner, as (which fact) they perceived from his accent.

13. Use *one* (a) as an Indefinite Numeral Pronoun, and (b) as an Indefinite Personal Pronoun in the Genitive Case.

Ans. (a) I have three pens, I can give you one. You sent me some mangoes, those were not good ones.
(b) One should take care of one's health.

14. Give examples of *who*, *which*, *when* and *where* used in a continuative sense (i. e. to introduce a co-ordinate clause).

Ans. I offered a rupee to the man, who (=and he) did not accept it. The dog dropped the bone, which (=and it) then fell into the river. I was resting under the shade of a tree when (=and then) a strange man appeared before me. I went to London, where (=and there) I lived several years.

15. Illustrate the use of Relative Adverbs.

Ans. This is where (=the house in which) he was born. This is the house where he was born. I shall let you know when (=the time by which) he will go to see you. I shall let you know the time when he will go to see you.

16. Write short sentences to illustrate the difference in meaning between the words—(a) elder and older, (b) farther and further, (c) later and latter, (d) latest and last.

Ans. (a) Elder is applied to some person only and has reference to a member of the same family, e. g. Kamala is the *elder* of the two sisters. He is my *elder* brother.

Older is used in reference to some person, and also in respect of some lower animal and inanimate object : e. g. Ram is *older* than his brother. I am *older* than you. This calf is *older* than that. This tree is *older* than that.

(b) Farther means *more distant* : e. g. Bombay is *farther* from Calcutta than Madras.

Further means *additional* : e. g. you won't get *further* help from me. I shall begin the work without *further* delay.

(c) Later refers to *time* : e. g. He came *later* than Ram. This is a *later* publication.

Latter refers to *order* or *position* : e. g. I could not follow the *latter* part of the lecture. I prefer the *latter* proposition to the former.

(d) Latest refers to *time* : e. g. 'What is the *latest* news from London? This is the *latest* edition of our book.'

Last refers to *order* or *position* : e. g. He is the *last* boy in the class. The *last* chapter of the book is full of mistakes.

17. Illustrate the use of Adjectives as Nouns.

Ans. The *virtuous* (=virtuous people) are happy. The *future* is unknown to us. He is dressed in *white* (=white clothes). The *white* of the eye is very delicate.

18. Illustrate the use of nouns as Adjectives.

Ans. I have bought this gold ring from Ghose & Co. He struck Ram on the head with an iron rod.

19. Give examples of each of the following :—

- (a) Pronominal Adjective, (b) Proper Adjective, (c) Absolute Superlative (or Superlative of Eminence), (d) Adjectives that do not admit of comparison.

Ans. (a) This is *my* book. This book is *mine*. (b) He is a *Chinese* carpenter. (c) This is a *most* interesting book. He is a *most* skilful painter. (d) A *unique* opportunity has presented itself. God is *perfect*.

20. Frame sentences exemplifying the use of the following :—

- (a) Defining 'the', (b) Familiar 'the', (c) Possessive 'the', (d) Generalising 'the', (e) Instrumental 'the', (f) Generalising 'A' or 'An' (g) Individualising 'A'.

Ans. (a) Give him the red ball. The book that you gave me is missing. I wonder you have the patience to listen to him. (b) Shut the door (=door of the room where we are). Come into the garden (the garden that belongs to our house). (c) Do not pull the cat by the tail. He struck Ram on the head. (d) The dog (a whole class) is a domestic animal. The rose is the sweetest of all flowers. The rich (rich people) should not look down on the poor. (e) The more one gets, the more one wants. He is none the worse for it. (f) A horse is a useful animal. An ant is an industrious creature. (g) Not a (one) drum was heard. Birds of a feather flock together.

21. Give an example of each of the following :—

1. Causative verbs, 2. Verbs of Incomplete Predication, 3. Factitive Verbs, 4. Reflexive Verbs, 5. Reciprocal Verbs, 6. Impersonal Verbs, 7. Prepositional or Group Verbs, 8. Quasi-Passive Verbs.

Ans. 1. Woodmen fell trees with their axes. 2. He has fallen asleep. 3. We made him our Captain. 4. He has hurt himself. 5. These two boys love each other. 6. It rains. It shames me to hear this. 7. Do not laugh at a lame man. 8. Rice sells (=is sold) dear.

22. Make uses of the following :—

1. Defective Verbs, 2. *Shall* as a principal verb, 3. *Will* as a principal verb, 4. *May* as an auxiliary and a principal verb, 5. *Do* as a Pro-verb.

Ans. 1. He dare not do this. Need Ram tell him? 2. He shall (a promise) have my every support. If you do this, you shall (a threat) be punished. 3. I will (a promise) help you. We will (determination) not leave this place. 4. May (a wish—auxiliary) God protect you. Work hard that you may (a purpose—auxiliary) succeed. You may (permission—principal verb) go now. He may (possibility—principal verb) pass. 5. You need not work so hard as you did (=worked) yesterday. He writes more swiftly than I do (=write).

23. Give instances of 1. Transitive verbs being used intransitively, 2. Intransitive verb being used transitively.

Ans. 1. We eat to live. I cannot see without spectacles. 2. We grow flowers in our garden. Boys fly kites.

24. Show by examples that Imperative Mood is used—1. to express a wish, 2. to express a supposition. 3. absolutely.

Ans. 1. Farewell! (=may you fare well) 2. Read (=if you read) and you will know. Speak or you die (=if you do not speak, you will die). 4. A large number of men, say five hundred, were present there. Even if I get, suppose five hundred rupees, I shall still be in want.

25. Show by examples that the subjunctive Mood is used to express—1. a *wish* (this is called the optative use). 2. a Condition or supposition contrary to fact, 3. a *proposal* or order, 4. a Purpose.

Ans. 1. May you live long. I wish I were with you. 2. If it rained even now, there would be good crops. 3. I propose that Mr. Bose take (*not, takes*) the chair. My order is that the man *be released*. 4. Take care that no mistake *be made*. The blind man is walking with care lest he *should stumble*.

26. Show by examples that the Simple or Noun Infinitive is used—1. as the Object of prepositions, 2. as a Case in Apposition, 3. as a Subjective Complement, 4. as an Objective Complement, 5. Absolutely in exclamation or interrogation.

Ans. 1. He was *about to go*. He had no alternative *but to submit*. 2. It is bad to tell a lie. 3. To serve man is to serve God. 4. The police forced the thief to confess. 5. *To think that he should deceive me?*

27. Show by examples that the Gerundial Infinitive may be used—1. to qualify a verb (as an adverb). 2. to qualify an adjective (as an adverb), 3. to qualify a noun, 4. to introduce a parenthesis, 5. Absolutely.

Ans. 1. We do not live *to eat* (adverb). 2. He is too weak *to walk* (adverb). 3. He has no water *to drink* (adjective). 4. *To speak frankly*, I have no faith in this man. 5. The property was divided between them, Ram *to have one-third*.

28. Show by examples that Participles may be used—1. Attributively with a noun. 2. as Complement of a verb, 3. Absolutely with noun or pronoun going before, 4. Impersonally, 5. as nouns.

Ans. 1. He is a most *loving* boy. 2. The sky looks *threatening*. Hard work has made him *tired*. 3. *Weather permitting*, I shall go to your house in the evening. The *father having died*, the sons quarrelled among themselves. 4. *Considering his tender age*, the pickpocket was awarded a light punishment. 5. Our *surroundings* are pleasant.

29. Show by examples that a Gerund may be used
1. as object of a preposition, 2. as complement of a verb, 3. as an Epithet Noun, 4. Absolutely.

Ans. 1. Go on *telling* your story. I was late in returning home. 2. Seeing is *believing*. Borrowing means *sorrowing*. 3. *Drinking-water* (water for drinking) is scarce here. I have bought a *sewing-machine* (a machine for sewing). 4. *Playing cards* being his aversion, we played chess.

30. Make uses of Gerund with Possessives.

Ans. I have no faith in *his keeping* word. I insisted on *his paying* the money immediately.

31. Give examples of (a) a Perfect Participle, (b) a Verbal Noun, (c) Perfect infinitive, (d) Split Infinitive.

Ans. (a) *Having done* the work, he went home. *Having lost* way, the boy began to cry. (b) The *passing* of the Matriculation is not nowadays so easy. The *indiscriminate reading* of novels is injurious. (c) He appears *to have been* ill. I remember *to have seen* him once. (d) As a speaker, he was always able *to powerfully move* the hearts of his audience. You are required *to clearly explain* the passage.

32. Give examples of (a) Double Parts of Speech, (b) Gerundive use of Participles.

Ans. (a) 1, A Participle—this is a verb and adjective combined.

I saw him *reading* a book.

The word *reading* is a verb, because it is a part of the verb '*read*'—transitive verb having for its object '*book*'.

It is also an adjective, because it qualifies the pronoun *him*. Hence it is a double part of speech.

2. A Gerund—this is a verb and noun combined.
He is fond of *reading* novels.

Here '*reading*' is a verb, because it is part of the verb '*read*'—transitive verb having for its object '*novels*'. It is also a noun, because it is object to the preposition '*of*'. Hence it is a double part of speech.

(b) Gerundive Participles—Participles are sometimes used in a Gerundive sense in addition to qualifying nouns as participles; they are then called Gerundive participles; as I depend on the wall *being built* immediately (=I depend on the immediate building of the wall). This prevented the letter *being sent* (=this prevented the sending of the letter).

33. Illustrate the use of an Adverb modifying (a) a preposition, (b) a conjunction, (c) a whole sentence.

Ans. (a) At what hour is the sun *right above* the head? I arrived here *long before* the time, (b) We should not despise any one *simply because* he happens to be poor. We have not heard from him *ever since* he left home. (c) *Fortunately* my brother was not present there. *Luckily* he did not receive any injury.

34. Exemplify the use of the following :—

1. Genitive (or Possessive) Adverb, 2. Disguised Preposition, 3. Detached Preposition, 4. An Adverb in the Superlative degree.

Ans. 1. He needs must (formed from a possessive noun needs = of need = of necessity = necessarily) go there. Always (of all ways) speak the truth. 2. The King went out a-hunting (=on hunting). It is 12 O' clock (O' clock = of the clock). Rice sells two seers a rupee.

3. What are you thinking of (=of what are you thinking)? Whom do you ask for (=for whom do you ask)? 4. Ram spoke loudest (not the loudest) of the three.

35. Give an example of 1. a Prepositional Phrase, 2. a Participle Phrase, 3. an Infinitive Phrase.

Ans. 1. He is a man *of good character*. 2. He lives in a house *belonging to Jadu Bahu*. *Having passed his Matriculation examination*, he entered college. 3. *To swim* is a good exercise.

36. Illustrate the use of 1. an Adjective Phrase, 2. an Adverb Phrase, 3. a Noun Phrase.

Ans. 1. Iron is *of great use* to us. 2. He has written *in a beautiful style*. 3. *Early to rise* is good for health.

37. Form sentences illustrating the use of 1. a Noun Clause, 2. an Adjective Clause, 3. an Adverb clause.

Ans. 1. He said *that he would help me*. 2. I have got the book *that I lost*. 3. I left the place *when he came*.

38. Frame sentences introducing the Noun clause 1. as the subject of a verb, 2. as the object of a preposition, 3. the Complement of a verb of incomplete predication, 4. in Apposition to a noun, 5. in Apposition to the Pronoun 'it'.

Ans. 1. *That he will pass the examination* is certain. *How far he will succeed* depends upon his labour. 2. We cannot rely on *what he says*. His success depends upon *how he works these three months*. 3. This is *what I expected*. My constant prayer was *that the child might live*. 4. The news *that he has passed in the first division* has given us much pleasure. You must never forget this *that honesty is the best policy*. 5. It is clear *that he is guilty*. It was unfortunate *that you were absent*.

39. Use Who to introduce an Adverb Clause of cause or purpose.

Ans. Everybody admires this Zeminder, *who* (—because he) *is beneficent to his ryots*. A man must be sent immediately, *who* (—that he might) *should deliver the message*.

40. Illustrate the use of each of the following :—

1. Apposition of sentence with noun, 2. Apposition of Noun with sentence, 3. Cardinal Numerals used as Nouns, 4. Omission of 'that' after 'than', 5. An Adjective substituted for an Adverb.

Ans. 1. The fact *that he will pass the examination in the first division* admits of no doubt.

2. He killed his prisoners,—*a barbarous act*. (Here 'act' is in apposition with the implied noun, the killing of prisoners.) 3. The stars come out *by twos and threes*. The servant has gone away leaving everything *at sixes and sevens* (in disorder). 4. I will suffer myself rather than (*that*) he should (suffer). 5. He went away sad (*that is*, he was sad when he went away).

PART II.

1. USE OF THE SAME WORD AS DIFFERENT PARTS OF SPEECH

- After** prep. He came to the meeting *after* the appointed hour.
 conj. He went home *after* he had finished his work.
 adv. This happened long *after*.
 adj. I am still suffering from the *after* effects of malaria.
- All** adj. *All* men are mortal.
 adv. I went there *all* alone.
 pron. *All* passed the examination except my brother.
 noun. He has lost *all* by gambling.
- Any** adj. *Any* man can do this.
 adv. I cannot go *any* farther.
 pron. Correct errors if there be *any*.
Any of these books will do.
- As** rel.pron He is not such a man *as* I want.
As many men *as* came were caught.
 This is the same man *as* came yesterday.
 rel.adv. *As* I was going to school, I saw a snake lying on the road.
 conj. *As* it was raining, I did not go out.
- Better** adj. The patient is *better* today.
 adv. She can sing *better* than her sister.
 noun. We should respect our *bettors*.
 verb. Why do you not try to *better* your circumstances?
- But** conj. I went there *but* did not see anybody.
 prep. None *but* (except) God can help me out of this difficulty.
 adv. I have *but* (—only) one friend on earth.

- rel.pron There was none *but* saw the deed
(—who did not see the deed. There
was none *but* pitied the poor boy.
There is no father *but* loves his child.
There is no rose *but* has a thorn.
- Enough adj. There is *enough* work for you. He has
money *enough* to help you.
adv. I know you well *enough*. I am strong
enough to lift this stone.
pron. I have given you *enough* (also parsed as a
noun).
- Half n. *Half* (of) the time is over.
adj. *Half* truths are worse than lies.
adv. He was *half* dead with fatigue.
- Last adj. I shall be the *last* person to help such
a dishonest man.
adv. I met him *last* at Dacca.
v. This pair of shoes will not *last* long.
n. He fought to the *last*.
- Like prep. I have never seen a man *like* him.
n. Everybody has his *likes* and *dishkes*.
v. I should *like* to see him.
adj. *Like* father *like* son.
- Little n. You have done *little* for the country.
adj. Very *little* progress has been made.
adv. He thinks very *little* of me. I am *little*
sorry for what I have done.
- Long adj. I shall tell you a *long* story.
adv. I went there *long* ago.
adv. The child *longs* to see its mother.
n. The *long* and short of it is this affair will
not be allowed to go farther.
- Many adj. I have *many* friends.
pron. *Many* are of the same opinion with
me.
n. A great *many* of these books are worth-
less.
- Much adj. *Much* good has been done.
n. *Much* has been done for you.
adv. I am *much* better today.

- Near** adj. He is a *near* relation of mine.
 adv. Come *near*.
 prep. There is a tank *near* our house.
 v. The train is *nearing* the station.
- Needs** n. Our *needs* or wants are few.
 v. He *needs* our help. The earth is dry
 and *needs* rain.
 adv. He must *needs* (—necessarily) go there.
- Right** adj. We should always use the *right* word
 in the *right* place.
 adv. Things done by halves are never done
 right. He went *right* into the room.
 n. You have no *right* to say so.
 v. A king should always be ready to *right*
 the wrongs of his oppressed people.
- Round** adj. The earth is *round*.
 adv. The wheel turns *round*. The patient
 will come *round* in a week.
 prep. The earth moves *round* the sun.
 v. Vasco de Gama was the first to *round*
 the Cape of Good Hope.
 n. Men must go their daily *round* of duty.
 He came on his daily *round* of inspec-
 tion.
- Since** prep. I have not seen him *since* Monday last.
 adv. I saw him three weeks *since*.
 con. adv. I cannot go out *since* it is raining.
 conj. It is three weeks *since* I last saw him.
- So** adv. I am *so* weak that I cannot walk.
 conj. I am very weak, *so* I cannot walk.
 prop. If you saw him do this, why do you
 not say *so*? You are my friend and
 will, I hope, always be *so*.
- Some** adj. Some men are very clever.
 pron. Some say that he is an honest man.
 adv. Some fifty men were present there.
- Still** adv. He is *still* suffering from fever.
 adj. The *still* hour of midnight is the best
 time for meditation.

conj. He was ill, *still* he appeared in the examination.

verb. God alone can *still* the tempest.

noun. The deep, *still* (calm) of the place was broken by the occasional yelling of the foxes.

That dem.adj. *That* book is mine.

dem.pron. *That* is my book.

rel. pron. The book *that* you gave me is lost.

con. He worked hard *that* he might succeed.

Till prep. You must wait here *till* 5 o'clock.

conj. You must wait here *till* I come back.

verb. Peasants *till* the soil.

Up prep. The boat is sailing *up* the river.

adv. We should get *up* early in the morning.

noun. I have experienced many *ups* and *downs* in life.

Well adv. He has done the work very *well*.

adj. I am quite *well*.

conj. He has got a star in Mathematics ; *well*, we did not expect it of him.

interj. *Well* who would have thought it !

What inter.adj. *What* book is this ?

inter.pron *What* are you doing ?

com. rel. (—that which). You will have *what* you want.

adv. *What* (—partly) with sickness and *what* (—partly) with want, he has been reduced to a skeleton.

interj. *What* ! do you also speak against me ?

While adv. *While* I was walking by the riverside, I saw a boat coming towards the bank.

conj. You are lazy, *while* your brother is industrious.

con. adv. Make hay *while* the sun shines.

noun. I kept silent for a *while*.

verb. They *while* away their evenings in playing cards.

Wrong noun.	I have done you no <i>wrong</i> .
adj.	Your statement is <i>wrong</i> .
verb.	You have greatly <i>wronged</i> your friend.

II. DISTINCTION BETWEEN PAIRS OF WORDS

A

Which have almost the Same Pronunciation.

- (1) Access—admittance. In former times people had easy access to their kings.
Excess—superabundance. He was overwhelmed with excess of grief.
- (2) Adapt—to fit or suit. This book is *adapted* to the syllabus prescribed by the University. We must *adapt* ourselves to changing circumstances.
Adopt—to have recourse to. He *adopted* a foul means to gain his end.
Adept—a proficient. He is an *adept* in astrology.
- (3) Affect—(i) to act upon. Your delicate health is likely to be *affected* by such hard labour.
(ii) to pretend. Hamlet *affected* madness.
Effect—to accomplish. How did the prisoner *effect* his escape?
- (4) Altar—a place for offerings. The pilgrim placed his offerings on the *altar*.
Alter—to change. We have requested the Headmaster to *alter* the routine.
- (5) Allusion—a reference. Here is an *allusion* to the story of the Prodigal Son.
Illusion—a false appearance. Some philosophers hold that this world is but an *illusion*.
- (6) Assent—consent. I cannot give my *assent* to the proposal.
Ascent—rising. Have you ever witnessed the *ascent* of a balloon?
- (7) Canon—rule. Orthodox Christians will seldom violate the *canons* of the Church.
Cannon—a great gun. Guns and *cannons* were fired at the *enemies*.

- (8) **Canvas**—a kind of coarse cloth. The sails of a ship are made of *canvas*.
Canvass—to solicit. Both the rival candidates briskly *canvassed* the constituency for votes.
- (9) **Casual**—occasional. I took *casual* leave for two days.
Causal—denoting cause. There is no *causal* connection between day and night.
- (10) **Cite**—to quote. The speaker *cited* several verses from the Bible.
Site—local position. The *site* of the school building has been selected by the school committee.
- (11) **Coarse**—not fine. He does not wear *coarse* cloth.
Coarse rice sells at Rs.16 per md.
Course—direction. The wind has changed its *course*. He has taken a wrong *course* (path).
- (12) **Collision**—clashing. Many lives were lost in the recent railway collision.
Collusion—secret agreement and co-operation for a fraudulent purpose. The thief was in *collusion* with one of the servants of the house.
- (13) **Compliment**—regard. Tender my best *compliments* to your superiors.
Complement—that which makes up. Love and justice are *complements* of each other.
- (14) **Confidant**—one who is trusted with a secret. My *confidant* betrayed my secret.
Confident—having confidence ; sure. I am *confident* of success.
- (15) **Core**—the inmost part. I thank you from the very *core* of my heart for the favours you have bestowed on me.
Corps—(cor)—a division of army. During the last great war the Bengal Ambulance *corps* was sent to Mesopotamia.
Corpse—the dead *body* of a human being. The battle-field was covered with *corpses*.
- (16) **Corporal**—of the body. There are some men who discourage *corporal* punishment.

Corporeal—having body : material. Angels are not *corporeal* beings.

- (17) **Defy**—to challenge. I wonder how he dared to *defy* the order of the Magistrate.

Deify—to worship as a deity. Julius Caesar was *deified* by the Roman people.

- (18) **Differ**—to be unlike ; to disagree. I *differ* with you on this point.

Defer—(i) to delay, to postpone. The consideration of the question was *deferred* to the next meeting.
(ii) to have a respect for. We should *defer* to the wishes of our superiors.

- (19) **Diseased**—afflicted with a disease. He nursed his *diseased* friend with great care.

Deceased—dead. The *deceased* officer was held in great esteem.

- (20) **Elicit**—to draw out. The police *elicited* much valuable information from the prisoner.

Illicit—unlawful. Those who carry on *illicit* trade are liable to prosecution.

- (21) **Elude**—to avoid by stratagem. He put on the garb of a Sannyasi to *elude* detection by the police.

Illude—to deceive. I have often been *illuded* by his false promises.

- (22) **Emerge**—to rise ; to appear suddenly. I saw a terrible snake *emerging* from under the water.
The poet has *emerged* from obscurity.

Immerse—to plunge into. The child *immersed* its hand into the boiling water.

- (23) **Emigrant**—one who leaves one's country and goes to live in another. The Irish *emigrants* settled in Canada.

Immigrant—one who comes into one country from another in order to live there. If a man leaves India, and goes and settles in Africa, he would be spoken of in India as an *emigrant* ; and in Africa, as an *immigrant*. The Americans kindly receive the English *immigrants*.

- (24) **Eminent**—noted ; distinguished. The book has been very highly spoken of by *eminent* critics.
Imminent—near at hand ; impending. For several days the patient was in *imminent* danger.
- (25) **Eruption**—the bursting forth. Pompeii was destroyed by a sudden volcanic *eruption*.
Irruption—a sudden invasion. The Frontier Provinces were devastated by the repeated *irruptions* of the Pathan hordes.
- (26) **Funeral**—burial. When the *Sati* custom was prevalent, many Hindu widows burned themselves on the *funeral* pyres of their husbands.
Funereal—grave ; dismal. The deserted place assumed a *funereal* appearance. Nature assumes a *funereal* aspect in winter.
- (27) **Hoard**—store. As he was digging the earth, he discovered a large *hoard* of gold coins. Shylock *hoarded* enormous wealth by lending money to Christian merchants.
Horde—a wandering tribe. India was repeatedly invaded by the Moghul *hordes*.
- (28) **Human**—relating to man. The great dramatist had a very keen insight into *human* character.
Humane—kind, generous. In ancient times the laws of war were honourable and *humane*.
- (29) **Ingenious**—skilful. He is an *ingenious* mechanic.
Ingenuous—frank. The prisoner made an *ingenious* confession of his guilt.
- (30) **Jealous**—Tyrants are *jealous* of their power.
Zealous—ardent ; enthusiastic. He is a *zealous* worker in the cause of education.
- (31) **Legible**—capable of being read. He writes a very *legible* hand.
Eligible—capable of being elected. None but a graduate will be *eligible* for the post.
- (32) **Lightning**—a flash. The man, struck by *lightning*, fell down senseless.

Lightening—making light. He appealed to the High Court for the *lightening* of the sentence passed on him.

- (33) **Physic**—medicine. The naughty boy refused to take the *physic*.

Physique—bodily constitution. My nephew Santosh is of a strong and healthy *physique*.

- (34) **President**—one who presides. George Washington was the first *President* of the United States.

Precedent—a previous parallel case. He quoted several *precedents* in support of his case.

- (35) **Prescribe**—to give directions. The doctor *prescribed* some medicine for the patient.

Proscribe—to prohibit. The Government has *proscribed* many books and pamphlets.

- (36) **Principle**—a rule ; a maxim. We should learn to regulate our lives by high moral *principles*.

Principal—chief. Agriculture forms the *principal* (adj.) occupation of the Indian people. Mr Wordsworth was at one time *Principal* (n.) of the Presidency College.

- (37) **Register**—a written record. Your name has not yet been entered in the *register*.

Registrar—an official recorder. No great historian should be a dull *registrar* of events.

- (38) **Reverend**—worthy of reverence. The *reverend* old gentleman is very popular with his neighbours.

Reverent—expressing reverence. Our conduct towards our superiors should always be *reverent*.

- (39) **Venal**—mercenary. He is rightly called a *venal* author who writes for money.

Venial—pardonable. Generous-minded men will readily overlook a *venial* offence.

- (40) **Yoke**—bondage. Rana Pratap struggled hard to shake off the Moghal *yoke*.

Yolk—the yellow of an egg. The *yolk* of an egg is very nourishing.

B.

Words which have almost the Same Sound.

- (1) **Alternate**—coming by turns. He comes to see me on *alternate* days (*i. e.* every other day).
Alternative—offering a choice between two things so that if one is taken, the other must be left out. This question is *alternative* to that. We had no *alternative* but to submit.
- (2) **Amiable**—having sweetness of temper ; lovable. She is an *amiable* girl. The girl possesses an *amiable* disposition.
Amicable—friendly. At last the two parties came to an *amicable* settlement.
- (3) **Ardent**—eager ; zealous. He is an *ardent* worker in the cause of female education.
Arduous—hard to achieve ; labourious. This is an *arduous* task.
- (4) **Artful**—cunning. He is an *artful* man.
Artificial—not natural. He wore a garland of *artificial* flowers.
- (5) **Barbarism**—the state of being barbarous. The non-Aryans were steeped in *barbarism*.
Barbarity—barbarous conduct ; Chengiz Khan was notorious for his many acts of *barbarity*.
- (6) **Beneficial**—advantageous ; useful. Early rising is *beneficial* to health.
Beneficent—doing good. A *beneficent* king wins the hearts of his subjects.
- (7) **Childish**—used in a bad sense. The teacher reproached the boy for his *childish* behaviour.
Childlike—used in a good sense. His *childlike* simplicity endeared him to all.
- (8) **Congenial**—of the same state ; suitable. With him I found myself in *congenial* company.
Genial—cheering ; agreeable. Your health is likely to improve in the *genial* climate of Madhupur.

- (9) **Conscious**—aware. I am *conscious* of my defects.
Conscientious—acting according to conscience ;
 just ; upright. He is a *conscientious* man and is
 expected not to depart from truth.
- (10) **Considerate**—mindful of the feelings of others.
 He is very *considerate* in his remarks on others.
 A *considerate* man looks to the comforts of others.
Considerable—moderately large. He spent a *con-
 siderable* sum of money for the education of his
 children.
- (11) **Contemptuous**—full of contempt. He spoke of you
 in the most *contemptuous* terms.
Contemptible—deserving of contempt. He ren-
 dered himself *contemptible* by his vanity and self-
 conceit.
- (12) **Continuance**—permanence. We hope for a *con-
 tinuance* of your favours.
Continuation—extension. I write this letter in
continuation of my previous one.
- (13) **Continual**—an action is said to be *continual* when
 there are occasional breaks, i. e. when it recurs
 at short intervals. There has been a *continual*
 shower of rain for a week.
Continuous—an action is *continuous* when there is
 no break or interruption. There has been a
continuous shower of rain for two hours (i. e. it
 has been raining unceasingly for two hours.)
- (14) **Credible**—trustworthy. Your story is not *credible*.
Creditable—worthy of praise. The success you have
 achieved is really *creditable* to you.
Credulous—ready to believe anything. Ignorant
 people are generally very *credulous*.
- (15) **Destiny**—fate. Who can turn the stream of *destiny* ?
Destination—goal. The train must have reached
 its *destination* by this time.
- (16) **Eligible**—fit to be chosen. None other than a
 graduate is *eligible* for the post of a Headmaster.
Illegible—that cannot be read. You write a very
illegible hand.

- (17) **Envious**—feeling envy. Don't be *envious* of the good fortune of your neighbour.
Enviable—calculated to excite envy (said of a desirable thing). His position is an *enviable* one.
- (18) **Estimate**—to make a rough calculation. The number of people present was *estimated* at 500.
Estimation—opinion. He was lowered in the *estimation* of the public.
- (19) **Felicity**—happiness. It is only the virtuous that can enjoy true *felicity*.
Facility—(i) ease. He speaks English with *facility*.
(ii) scope, opportunity. We should give every one *facility* for developing his latent powers.
- (20) **Healthy**—having or causing health; as a *healthy* child, *healthy* climate. Sea-breeze is *healthy*.
Healthful—health-giving as, a *healthful* climate, a *healthful* exercise. We should undergo a regular course of *healthful* exercise.
- (21) **Honorary**—unpaid. Ram Babu is an *honorary* Magistrate.
Honourable—worthy of honour. Teachership is an *honourable* profession. He is an *honourable* man.
- (22) **Humility**—modesty. Serve the Lord with all *humility* of mind.
Humiliation—abasement. He felt deep *humiliation* at his son's misdeeds.
- (23) **Imaginary**—unreal. We often suffer from *imaginary* evils.
Imaginative—given to imagination; contemplative. Milton had a highly *imaginative* mind.
- (24) **Imperious**—domineering. A person's temper or his tone is called *imperious*. Everybody disliked him for his *imperious* temper.
Imperial—pertaining to an empire or emperor; majestic. The matter is now under the consideration of the *Imperial* Government. Swami Vivekananda had that graceful and *imperial* air which all true princes have.

- (25) **Indigent**—needy. He spent all his money in aid of the indigent.
Indigenous—native. We should encourage our indigenous industries.
- (26) **Industrious**—diligent ; hardworking. An industrious man is favoured by fortune.
Industrial—pertaining to industry. An Industrial Exhibition will soon be held in Calcutta.
- (27) **Judicious**—wise. The school authorities have made a very judicious selection of text books.
Judicial—pertaining to courts of justice. The Government has promised to hold a judicial inquiry in connection with the recent riots.
- (28) **Legislature**—the body of men who have the power to make and repeal laws. Parliament is the legislature of Great Britain.
Legislation—the act of making laws. The Government has made special legislation for controlling the Indian Press.
- (29) **Limit**—boundary. There was no limit to his grief.
Limitation—restriction ; incompleteness. There is ample justification for the limitation which society imposes upon human freedom everywhere.
- (30) **Luxurious**—given to luxury. Rich men are often proud and luxurious.
Luxuriant—rich in growth ; abundant. In these tropical regions there is luxuriant vegetation.
- (31) **Momentary**—lasting for a very short time. We should not run after momentary pleasures.
Momentous—of great importance. Several momentous questions were discussed in the meeting.
- (32) **Negligent**—careless. He is negligent in his business. The boy is negligent in his studies.
Neglectful—We should not be neglectful of our parents.
Negligible—that need not be taken account of. Your loss is negligible.
- (33) **Notable**—worthy of note. One of the notable features of the book is its novelty of plan,

Noted—used either in a good or bad sense.

Vidyasagar was *noted* for his large-heartedness.

Notorious—is used only in a bad sense. He is a *notorious* thief.

- (34) **Observance**—performance. Religion does not consist merely in the *observance* of certain rites and ceremonies.

Observation—(i) a remark. That is a foolish *observation*. (ii) The habit of seeing and noting. His power of *observation* is very great.

- (35) **Official**—pertaining to an office. An *official* report of the railway disaster has been published.

Officious—excessively forward in offering services. A flatterer is very *officious* in bestowing his attention upon those whose favour he seeks.

- (36) **Piteous**—exciting pity. Her *piteous* cry drew tears from my eyes.

Pitiful—full of that which awakens pity. He was moved at hearing the *pitiful* story of the poor boy.

Pitiable—deserving of pity. In these hard days the condition of middle class people is *pitiable* indeed.

- (37) **Popular**—loved by the people. The Headmaster is very *popular* with his pupils.

Popu'ous—full of people. London is the most *populous* city in the world.

- (38) **Practical**—The *practical* is that which is intended for practice. This is a *practical* suggestion and I shall try to give effect to it.

Practicable—possible to be accomplished. It is not *practicable* for a poor man to give high education to his children.

- (39) **Rout**—to defeat and throw into confusion. The royal army opposed Timur but was *routed* under the walls of the city.

Route—a way. What is the shortest *route* from Bombay to London?

- (40) **Sanguine**—hopeful. He is *sanguine* of success in the enterprise.

Sanguinary—attended by much bloodshed. Many *sanguinary* battles were fought in the last war.

- (41) **Sensible**—intelligent ; wise. I am fully *sensible* of my critical situation. Every *sensible* man should understand this.
Sensitive—easily or actually affected. He is too *sensitive* to abuse and calumny.
- (42) **Solitude**—loneliness. Men of thoughtful disposition like *solitude*.
Solicitude—anxiety ; trouble. The mother's heart is full of *solicitude* for her son's welfare.
- (43) **Temporary**—lasting for a time only. The patient has obtained a *temporary* relief.
Temporal—secular. We must always be ready to sacrifice our *temporal* interest for truth.
- (44) **Variance**--disagreement. Men whose acts are at *variance* with their words command no respect.
Variation—alteration ; change. The *variation* in the price of paper is due to the war.
- (45) **Verbal**—not written, oral *e. g.* a *verbal* contract, a *verbal* promise. He sent a *verbal* message.
Verbose—abounding in pompous words. He writes in a *verbose* style.
- (46) **Wreath** (n)—a garland. Let us make a wreath of flowers.
Wreathe (v)—to make a garland. *Wreathe* a garland of roses.

C.

Mark the distinction in Meaning between the following pairs :—

- (1) **Break out**—to appear suddenly ; as a fire or a disease. Last evening a fire *broke out* at Howrah.
Outbreak—a sudden appearance. There was a violent *outbreak* of plague in Calcutta in 1896.
- (2) **Burst out**—At the news of his mother's death he *burst out* crying like a child.
Outburst—His humorous speech drew from the audience an *outburst* of laughter.
- (3) **Cast down**—to deject or depress. Failures do not *cast down* the resolute-hearted.

Downcast—dejected. Why do you look so *downcast*, my friend? Don't be *downcast* at your failure.

- (4) **Cast out**—to throw out, to eject. A volcano is a mountain which *casts out* lava, burning ashes, etc. from time to time.

Outcast—a person despised and rejected by society. Twenty years ago an England-returned person was looked upon as an *outcast* by the Hindu society.

- (5) **Come out**—appear ; Many new books have *come out* this year. The truth must *come out* in the end.
Outcome—result. Modesty is the *outcome* of sound education.

- (6) **Come over**—A thorough change *came over* him after the death of his father.
Overcome—to surmount by means of energy and perseverance. He *overcame* all the difficulties put in his way.

- (7) **Cry out**—The drowning man *cried out* for help.
Outcry—a confused noise. The villagers raised an *outcry* at the approach of the dacoits.

- (8) **Fall down**—The child *fell down* from the bed.
Downfall—Aurangzeb's bigoted and narrow policy was mainly responsible for the *downfall* of the Mughal Empire.

- (9) **Fit out**—to equip. Several ships have been *fitted out* for the Arctic voyage.
Outfit—complete equipment. The messenger brought to Portia everything necessary for her *outfit*.

- (10) **Grow out**—to result from. Many a social custom has *grown out* of superstition.
Outgrow—to surpass in growth. The child has *outgrown* its clothes.

- (11) **Grow over**—Grass has *grown over* the churchyard.
Overgrow—The field was *overgrown* with weeds.

- (12) **Hold up**—He tried to *hold me up* to ridicule, but I gave an *effective* reply to it. *Hold up* your hands.

Uphold—to sustain. Faith in God alone can *uphold* our spirit in the midst of trials and difficulties.

- (13) Keep up—(i) to continue to hold. We *kept up* the conversation for more than an hour. (ii) to keep awake. We *kept up* the whole night to see the performance.

Upkeep—maintenance. He made a generous gift for the *upkeep* of the local school.

- (14) Lay out—to expend. He *laid out* all his gains in purchasing land.

Outlay—expenditure. This scheme will require a considerable *outlay*.

- (15) Let in—to admit. The windows were opened to *let in* fresh air.

Inlet—the passage by which anything is *let in*. There is no *inlet* to admit light and air into the room.

- (16) Let out—to allow to come out. He opened the door of the cowshed and *let out* the cows. He has *let out* (leased) all his houses.

Outlet—the passage by which anything is *let out*. Filthy water must have an *outlet*.

- (17) Lift up—to arise. He *lifted up* his eyes and I saw tears in them.

Uplift—elevation. The education of females is absolutely necessary for the *uplift* of a nation.

- (18) Look out—The tiger was *looking out* for prey.

Outlook—prospect. The *outlook* of crops this season is not very assuring.

- (19) Look over—to examine cursorily. I have not yet had time to *look over* the accounts.

Overlook—to neglect by carelessness. No father should *overlook* the faults of his son.

- (20) Put out—to extinguish. He put out the lamp and went to bed.

Output—production. The blacksmith's weekly *output* is big. He has sold his entire *output*.

- (21) Rule over—The king *ruled over* his subjects with a rod of iron.

- Overrule—to reject. The court *overruled* the objection raised by counsel. Destiny cannot be *overruled*.
- (22) Run out—(i) to be exhausted. My slender stock has *run out*. (ii) to expire. The time given has *nearly run out*.
- Outrun—to leave behind in running. The hare and the tortoise started together, but in the long run the latter *outran* the former.
- (23) Run over—This morning an old woman was *run over* by a motor car.
- Overrun—to invade. India was *overrun* by foreigners times without number.
- (24) Set on—to incite ; to instigate. The wicked man *set* his dog on the poor old beggar.
- Onset—a violent attack. The Germans could not withstand the *onset* of the French.
- (25) Set out—to start. The youngman was determined *to set out* on the perilous journey.
- Outset—beginning. At the *outset* the chairman explained the object of the meeting.
- (26) Set up—to establish. The Government has *set up* schools and colleges all over the country.
- Upset—to turn upside down. The boat was *upset* by a storm. His death has *upset* all my plans.
- (27) Start up—to rise suddenly from one's seat. At the report of the gun the gentleman *started up* with a loud cry.
- Upstart—one who has suddenly risen from poverty to wealth. An *upstart* generally makes a display of his wealth and power.
- (28) Turn out—to produce. This machine *turns out* a thousand needles per hour.
- Outturn—production. The *outturn* of the mill last year did not come up to our expectations.

Words which have almost the Same Meaning

- (1) Abstain, refrain—We *abstain* from a thing ; we *refrain* from an action. He *abstained* from food and drink for a whole day. I could not *refrain* from laughing.

(2) **Alter, change** :—To *alter* is to make some difference in a thing or person ; to *change* is to substitute one thing for another or to make a material difference in a thing. Some additions and *alterations* are made in every new edition of the book. Constant *change* of teachers hampers the progress of a school.

(3) **Artist, Artisan** :—An *artist* is one skilled in one of the fine arts, as poetry, painting, music, etc ; an *artisan* is one skilled in the mechanical art, as carpentry, etc., e. g. "The painter is a good *artist*". Chinese carpenters are good *artisans*.

(4) **Authentic, genuine** :—*Authentic* refers to the truth of the facts related ; and *genuine*, to the person or the source of the thing. Thus a book is said to be *authentic* when all that are related in it are true ; and it is said to be *genuine* when it is written by the person whose name it bears as the author.

(5) **Battle, war** :—A *battle* is a single engagement between two contending parties. A *war* is a series of engagements arising from the same cause. There are many *battles* fought in a single war. Ibrahim Lodi was totally defeated in the first *battle* of Panipat. England declared *war* against Germany.

(6) **Benevolence, beneficence** :—*Benevolence* = well-willing. *Beneficence* = well-doing. Thus, the former consists of *intention*, the latter in *action*. A man is said to be *benevolent* when he merely *desires* the happiness of others ; he is said to be *beneficent* when he actually *does* something for the good of others.

(7) **Bill, Act** :—A *bill* is a *draft* of a law presented to a legislature. When the *bill* is passed, it becomes an *Act*.

(8) **Compulsion, obligation** ;—*Compulsion* is physical, *obligation* moral. If we do not pay taxes, Government will *compel* us to do so. We are *obliged* to fulfil our promises. "He acted under *compulsion*". "I am under *obligation* to you for the interest you take in my welfare."

(9) **Contagion, infection** :—*Contagion* is the communication of a disease from one to another by contact or touch. *Infection* denotes the communication of a

disease in any way whatever. 'Small-pox is a contagious disease, but malaria is infectious'.

(10) **Contented, satisfied** :—A man is *contented* when he wishes for no more ; he is *satisfied* when he has obtained all he wishes. The *contented* man has always enough ; the *satisfied* man has enough only for the time being. "We should be *contented* with our lot". "They were *satisfied*, when their grievances were redressed."

(11) **Continuous, continual** :—An action is *continuous* when there is no break or interruption ; *continual*, when there are occasional breaks. Thus, "It rained *continuously* for two days" means that there was no break whatever in the rain, i. e. 'it rained *unceasingly* for two days'. "It rained *continually* for two days" would imply that it kept raining for two days with occasional breaks.

(12) **Corpse, carcass** :—*Corpse* is applied to the dead body of a human being only ; *carcass*, to that of a beast.

(13) **Crime, vice, sin** :—*Crime* is a violation of the law of a country ; *vice* is a violation of a moral law ; *sin* is a violation of a religious law. Smuggling is a *crime* ; idleness is a *vice* ; unbelief is a *sin*.

(14) **Defend, protect** :—We *defend* those who are actually attacked ; we *protect* those who are liable to be attacked. In other words, we *defend* a man from his present evils ; we *protect* him from what may happen to him. A fortress is *defended* by its guns, and *protected* by its walls. The inmates of the temple tried hard to *defend* it but failed. India is naturally *protected* by seas and mountains.

(15) **Devoted, addicted** :—*Devoted* is used in a good sense, e. g., he is *devoted* to literature ; *addicted* is used in a bad sense. e. g., he is *addicted* to gambling.

(16) **Doubt, suspect** :—*Suspect* denotes affirmation while *doubt* negation ; e. g., I *suspect* (=am inclined to believe) the man's complicity in the plot. I *doubt* (can hardly believe) however, his brother's complicity therein.

(17) **Envy, jealousy** :—We are *jealous* of what is *our own* ; we are *envious* of what is *another's*. *Jealousy* fears

to lose what it has ; *envy* is pained at seeing another have what it wants for itself. Thus princes and tyrants are jealous of their power ; women are *envious* of superior beauty.

(18) Freedom, liberty :—*Liberty* implies *previous* restraint ; *freedom*, absence of restraint. A slave is set at *liberty* ; his master has always been *free*.

(19) Informer, informant :—One who gives information in general is called an *informant*. An *informer* is one who points out persons for punishment. The latter is now used in a bad sense. "The *informer* was shot dead." The *informant* was liberally rewarded.

(20) Neglect, negligence :—*Neglect*—*wilful* omission of duty ; culpable disregard. A clerk's *neglect* of his employer's orders often deprives him of his place. *Negligence*—habitual neglect of duty. "Correct your habit of *negligence*, or you will not be able to do anything."

(21) Pair, couple :—A "pair of ducks" means a drake, and a duck ; a 'couple of ducks' simply means two ducks, both male, or both female, or one male and one female.

(22) Part, portion :—*Part* is a general term : a *portion* is a part set aside for a special purpose. "Tell me the latter *part* of the story." "A *portion* of his income is set apart every month for charitable purpose."

(23) Persuade, convince :—We are *persuaded* to do something ; we are *convinced* of the truth of something. To *convince* is an act of the understanding ; to *persuade*, of the will or feeling. He was *persuaded* to leave the place at once. He was *convinced* of the necessity of leaving the place at once.

(24) Probable, possible :—What is *probable* is more certain than what is *possible*. Anything which is not contrary to the nature of things and which is liable to happen is *possible*. Thus, 'With God all things are *possible*'. What has a greater chance or likelihood of happening is said to be *probable*. 'The sky is overcast with clouds, so it is *probable* that it will rain very soon.' 'Though you are possessed of good health, yet it is *possible* that you may die this very moment.'

(25) *Shade, shadow* :—*Shade* simply expresses the absence of light caused by the interception of the sun's rays : but *shadow* signifies, in addition, the figure of the intercepting body. The *shadow* of a tree is its image reflected on the earth. The *shade* of a tree includes all the space from which the rays of light are intercepted. *Trees give shade and cast shadows* on the ground. *We sit in the shade and on the shadow.*

(26) *Visitor, visitant* :—*Visitor* is the common term but we should speak of an angel as a *visitant*, not *visitor*. The *visitor* inspected the school. "The cuckoo is a delightful *visitant* of the spring."

(27) *Womanly, womanish* :—*Womanly* denotes those qualities which we admire in a woman ; as gentleness, modesty, grace, etc : *womanish* denotes those qualities which we despise in a man, as being only suited to the weaker sex ; as, timidity, softness, etc. Thus *womanish* is generally used in a reproachful sense. "Thy tears are *womanish*." "*Womanish* bashfulness, stood in the way of his success in life."

MORE ABOUT DISTINCTION BETWEEN PAIRS OF WORDS . . .

A

Ale A kind of light coloured beer. Ale is kept in casks.

Ail—trouble, afflict, in body or mind. What *ails* you ?
Does anything *ail* him ?

Bail—security for prisoner's appearance, on giving which he is released pending trial. The accused is released on *bail*. He has stood *bail* for my brother.

Bale—a bundle of goods. Yesterday, there was a fire in the godown and several *bales* of jute were destroyed.

Bridal—relating to a wedding. The *bridal* ceremony was performed very smoothly,

Bridle—controlling-gear for riding-horse. You cannot control a horse without a *bridle*.

Breach—(i) an act of breaking. We apprehend a *breach* of the peace. (ii) a gap or opening. The *breach* in the wall needs to be repaired.

Breech—the hind part of the gun. The *breech* of the gun is clogged.

Censor—to suppress what is immoral or seditious. The news was *censored*.

Censure—to condemn, to blame. The member was *censured* for his unparliamentary speech.

Ceremonious—implies an excess of form and ceremony, formalities overdone. One cannot be *ceremonious* in one's dealings with one's friends. I do not like such *ceremonious* cleanliness.

Ceremonial—relating to ceremonies or rites. Christmas and Easter are *ceremonial* occasions. *Ceremonial* applies only to *things*.

Clean—free from dirt. He always puts on *clean* clothes.

Cleanly—habitually trying to be clean. He is a very *cleanly* person. Even a *cleanly* person may not be perfectly clean.

Clean—(verb)—to remove dirt. The house needs to be *cleaned*. *Clean* your suit.

Cleanse—to purify. He was *cleansed* of his sins.

Coir—coconut fibre. This rope is made of *coir*.

Choir—a trained company of singers. The choir sang a hymn of praise to God. I heard the boy sing in the village *choir*.

Dew—*Dew* forms on a clear cold night. *Dew* drops are sparkling.

Due—(i) Adequate. You will have your *due* reward (ii) ascribable—credit is *due* to you. (iii) payable. When does the bill fall *due*? (iv) a person's fair share especially of credit. Give one one's *due*. Give the devil his *due*.

Dual—consisting of two. We have *dual* desks in our school. In Sanskrit grammar there is the *dual* number.

Duel—Any struggle between two contending parties. He challenged me to a *duel*. The two fought a *duel*.

Dose—Take a *dose* of this medicine every four hours.

Doze—light sleep. I could not manage to have even a *doze* during the whole night.

Dying—People are *dying* every day. He is in a *dying* condition.

Dyeing—This laundry does cleaning and *dyeing*.

Earthy—like soil. In an underground passage there is usually a damp, *earthy* smell (the smell of earth.)

Earthly—worldly as opposed to heavenly. Most people long for *earthly* pleasure.

Economic—refers to the science of economics. The *economic* distress of the country is very acute. We cannot support the *economic* policy of the Government.

Economical—refers to economy in the sense of thrift and saving. One should be *economical* in the use of money.

Envelop—to surround or to wrap up. Quickly the flames *enveloped* him. The thing is *enveloped* in mystery.

Envelope—(noun)—Affix a four-anna postage stamp to (or on) the *envelope*.

Exceptionable—means open to objection and applies commonly to conduct. His actions at the banquet were *exceptionable*.

Exceptional—unusual, rare. He has *exceptional* abilities. These are *exceptional* gifts from God.

Exhausting—producing exhaustion. Do not take *exhausting* exercise.

Exhaustive—thorough, comprehensive. I will make an *exhaustive* investigation into the matter. He has made an *exhaustive* study of Philosophy.

Express—(as an adjective) means definite, explicit. He has given an *express* order.

Expressed—He *expressed* his purpose clearly.

Extent—Indian tea sells to a large (or great) *extent* (largely) in Europe. He is to a large *extent* to blame for it. The king ruled over a large *extent* (tract) of land.

Extant—still existing. "To what *extent* are the manuscripts of Shakespeare's plays *extant*?"

Fain—gladly. I shall *fain* help you with money.

Feign—to pretend. He *feigned* madness. The prisoner *feigns* that he is mad. Some beggars *feign* paralysis.

Faint—to swoon. The accused *fainted* on hearing the death sentence.

Feint—a pretence. While the enemy made a *feint* of attacking from the flank, actually the blow was delivered from the centre.

Fair—An old man and his son were leading their ass to a *fair* to sell it there. A big *fair* is held here every year.

Fare—(i) to get on. He is *far*ing well (or ill). (ii) *Ill fares* the land where wealth grows and righteousness decays. (iii) cost of passenger's conveyance. I have paid inter-class *fare*.

Festal—pertaining to a feast or holiday; gay. I went to his house on a *festal* occasion. They were in a *festal* mood.

Festive—joyous, jovial. "On a festival day everything and everybody should have a *festive* air (i. e. they should be joyous and merry)". He likes to mix with a *festive* company.

Flagrant—glaring, scandalous. This is a *flagrant* offence. It is a *flagrant* breach of trust.

Fragrant—sweet-smelling. It is a *fragrant* flower. *Fragrant* water was sprinkled everywhere.

Forceful—full of or possessing force. The speaker has a *forceful* personality.

Forcible—done by force, convincing, effective. The police made *forcible* entry. It was a *forcible* argument. We have sometimes to take *forcible* measures to attain the end.

Gamble—to play games of chance for money. *Gambling* has ruined many.

Gambol—to frisk. The fawn *gambols* in the lawn.

Gaol—The accused has been sent to *gaol*.

Goal—The centre forward of our team has scored a beautiful *goal*. To serve humanity is the *goal* (aim) of my life.

Hail—salute, greet as. *Hail* him as king. Which province do you *hail* (come) from?

Hale—healthy. I am quite *hale* and hearty (strong).

Historic—noted in history. The Taj Mahal is a *historic* building. The Battle of Panipath is a *historic* event.

Historical—of the nature of history. It is a *historical* novel.

Hue—colour. The rainbow has seven *hues*. They raised a *hue* and cry at sight of the thief.

Hew—cut. They *hewed* down many trees.

Immanent—permanently pervading the universe. The Spirit of God is *immanent* in the universe.

Imminent—threatening, about to happen soon. He was saved from *imminent* death (or danger).

Impart—to give. *Imparting* education to his people was the thing dearest to his heart. He *imparted* his ideas to us.

Import—to bring in from a foreign country. Various foreign goods are *imported* into India.

Impetus—moving force, impulse. That prize gave him the *impetus* to work harder.

Impetuous—acting with rash or sudden energy. Her *impetuous* manner of speech made her many enemies.

In behalf of—for the benefit of, in the interest of (person, principle etc)—He took up the cause *in behalf* of the down-trodden. He made a plea *in behalf* of the distressed.

On behalf of—on the part of, as representative of—He has done it *on my behalf*. Counsel put in a petition *on behalf* of his client.

Indoor—(adj.)—done within house. They are fond of *indoor* games.

Indoors—(s is pronounced z) is adverbial only and means *in or into the house*. He passes most of his time *indoors*. He went *indoors*.

Injection—a fluid injected into the body. The patient was given a saline *injection*. The *injection* proved effective.

Injunction—an authoritative order. I wonder how he dared to defy the *injunction* of the court. The judge passed an *injunction* on both the parties.

Insoluble—incapable of being dissolved ; not able to be solved or explained. There are some substances that are *insoluble*. Sand is *insoluble* in water. The problems of life sometimes seem *insoluble*.

Insolvable—having no solution ; unexplainable. There are some problems and mysteries that are *insolvable*.

Insure—to secure payment. "The shop and all it contains should be *insured* against loss by fire". His life is *insured* for Rs. 25,000 with National Insurance Co.

Ensure—to make sure. Work hard that your success may be *ensured*. He has made judicious investment of his money so as to *ensure* a steady income.

Instructive—tending to instruct, conveying information or develop skill. He gave an *instructive* lecture. This is an *instructive* lesson.

Instructional—relating to the method of instruction or teaching, applied to a staff, programme, method. This is an *instructional* programme which concerns the teacher and not the student.

Intolerable—unbearable. This insult is *intoletable*. We may say—*intolerable* cold, delay, waste.

Intolerant—not able to endure. He is *intolerant* of criticism (or opposition). The girl is *intolerant* of mild reproof.

Invalided—is the past tense of the verb *invalidate*, meaning to cause one to become infirm. "The war *invalided* many men."

Invalidated—is the past tense of the verb *invalidate*, meaning to make ineffective, null and void. It applies to agreements and contracts. "The treaty was *invalidated* by Germany."

Lifelong—continued for a lifetime. He had to suffer *lifelong* misery. He was in a *lifelong* fear of his life.

Livelong—the whole length of (the *livelong* day, night, summer, with implication of weariness or delight). He worked in the field the *livelong* day. The rain lasted the *livelong* night.

Loose—(verb)—to unbind, unfasten. He *loosed* the knot. Loose the cow.

Loosen—release, set free, relax. "The council *loosened* him from his responsibilities". Discipline has been *loosened*.

Lovable—applies primarily to persons and means worthy of love or inspiring affection. He is a very *lovable* person.

Lovely—applies primarily to things and means beautiful or charming. The rose is a *lovely* flower. The *lovable* girl has sung a *lovely* song.

B.

Accede—consent. I cannot *accede* to your request (or proposal, opinion).

Exceed—be greater than, go beyond. My expenditure *exceeds* my income.

Accept—consent to receive. I cannot *accept* a gift from him. He is rigidly honest; he will *accept* no bribe.

Except—to omit or exclude. Your name has been *excepted* from the list. If you will *except* the last clause, I shall *accept* the contract.

Acquirement—(especially plural)—mental attainments.
He is noted for his *acquirements* in science.

Acquisition—act of acquiring; useful thing acquired.
A good schoolmaster is an *acquisition* to a school.
He was eager for the *acquisition* of wealth.

Admittance—being admitted, (physical entrance). By some means he gained *admittance* to the palace.

Admission—being admitted (to a society, class, college, etc.). He has obtained *admission* to college. His *admission* to the club was not liked by some members.

Advert—refer in speech or writing (to circumstance etc.). The speaker *adverted* to the circumstances in which the ministry took charge of the government.

Avert—ward off, prevent. The danger was *averted*.

Affection—a feeling of love. Every mother has a great *affection* for her child. He is suffering from an *affection* (an illness) of the lungs.

Affectation—pretence, false display. His modesty is mere *affectation*. "No one feels any *affectation* for a person who shows *affectation*."

Amend—to alter or modify, make better. This resolution needs to be *amended*. The law has been *amended*.

Emend—to correct or improve. Some errors have crept into the draft of this document; they must be *emended*. The editor *emended* the text.

Appreciable—perceptible. The boy has made no *appreciable* progress in his studies.

Appreciative—He made *appreciative* reference to your speech (i. e. he spoke highly of your speech).

Ascendant—rising. His star is in the *ascendant* (i. e. he is rising). His powers are in the *ascendant*.

Ascendancy—powerful influence, sway. Mr Churchill had *ascendancy* over almost all the members of the Parliament.

Adverse—opposed, hostile. He is *adverse* to our interests. He has made an *adverse* criticism of the article I wrote.

Averse—opposed, disinclined, unwilling. The boy is *averse* to study. He is *averse* to flattery.

Backward—(adj. and adv.) Jadu is a *backward* boy in the class. It is a *backward* country. (adv.) He fell *backward*. He is walking *backward*.

Backwards—always an adverb. He was riding *backwards*.

Beside—is always a *preposition* and means by the side of, close to. The boy is sitting *beside* his mother. He stood *beside* the tree.

Besides—is both a *preposition* and an adverb. As a *preposition* it means in *addition to*, *except*. I have other books *besides* this one. None knows it *besides* God alone (i. e. save and except God alone). As an adverb it means *also*, *moreover*. "He showed good reasoning and a sense of humour *besides*". There is, *besides*, this point to consider.

Complacent—self-satisfied. He has a *complacent* look.

Complaisant—obliging. I did not find him as *complaisant* as I had expected.

Comprehensive—embracing much, of wide scope.—It is a *comprehensive* term. He has given us a *comprehensive* survey of the western philosophy.

Comprehensible—intelligible, that may be understood. What you say is not at all *comprehensible*.

Conscientious—obedient to dictates of conscience. A *conscientious* man never shrinks from doing what is right.

Consensus—agreement of opinion on the part of all concerned. The general *consensus* of opinion at the meeting was in favour of higher education for women.

Contagious—communicating disease by contact. Tuberculosis is a *contagious* disease.

Contiguous—adjoining. Their houses are *contiguous* to each other. Germany and France are *contiguous* countries.

Decided—clear and definite, beyond mistake. He showed *decided* (unquestioned) weakness of

character. At Stalingrad it was a *decided* victory for Russia.

Decisive—that which decides an issue. The battle of Waterloo ended in a *decisive* victory for the English (i. e. victory that ended the contest and settled the matter).

Deprecate—advise the avoidance of. Nowadays many people *deprecate* war. The Governor *depreciated* panic over the supply of rice.

Depreciate—(i) to fall in value. Jute-shares have greatly *depreciated* in the market. (ii) to belittle, to disparage. He never *depreciates* the great qualities of his rivals and opponents. Do not think that I *depreciate* your goodwill.

Direct—straight, straightforward, frank. He took the *direct* road. He uses *direct* methods. He gave a *direct* answer. As *adverb* it means not crookedly or round-about. He flew *direct* to London. He went *direct* home.

Directly—is an *adverb* and means without any intervening agent. He was *directly* responsible for the loss (i. e., he alone and nobody else).

Disappointed of—The boy was *disappointed of* the prize (i. e. the boy expected to get the prize, but he did not get it).

Disappointed in—The boy was *disappointed in* the prize (i. e. the boy got the prize, but he did not find it to be what he expected.) I am *disappointed in* his latest book.

Distinct—clear, definite, or positive. His voice is *distinct*. His pronunciation is *distinct*. The patient has developed *distinct* symptoms of Pneumonia.

Distinctive—means marked in such a way as to be separated from others. The Punjabis have a *distinctive* dress of their own. "Each species has certain *distinctive* features".

Educational—relating to education. The University of Dacca is a great *educational* institution. We cannot support the *educational* policy of the Government.

Educative—conveys the idea of actually educating. A good book has an *educative* influence over its reader. It has a highly *educative* value.

Elusion—escape. This act of *elusion* of the police for such a long time is hard to understand.

Illusion—Deceptive appearance or belief. Some philosophers hold that this world is an *illusion*.

Enviably—arousing envy. He is in an *enviable* position.

Envious—feeling envy. He is *envious* of your prosperity (success etc). His *enviable* position makes many people *envious* of him.

Exercise—Physical *exercise* is beneficial for health.

Exorcise—expel (evil spirit from person by invocation or use of holy name). The priest *exorcized* the evil spirit that had possessed the man.

Exert—use. Exert your influence over him.

Exhort—urge (person to do). The clergyman *exhorted* the audience to abstain from intoxicating liquors.

Factionous—quarrelsome, turbulent. *Factionous* people are a continual source of danger to society. Wise leaders would do well to put down the *factionous* (party) spirit.

Factitious—artificial, got 'up. It is a *factitious* product. It is a *factitious* case.

Facetious—humorous, jocular. His speech was a *facetious* one and it delighted all present.

Fictitious—imaginary ; assumed. It is a *fictitious* character (having no existence in reality). This novel was published under a *fictitious* name.

Laudable—worthy of being praised. This act of his is *laudable*.

Laudatory—containing praise, expressing praise. He used *laudatory* expressions when he spoke of the illustrious guest.

Luminary—natural light-giving body, especially sun or moon. The sun is the brightest *luminary* in the sky. "The moon has been poetically called the pale *luminary* of the heavens". Sages are *luminaries* (persons of spiritual eminence) of the world.

Luminous—shedding light. Stars are *luminous*. It is a *luminous* remark. He gives (or wears) a *luminous* smile when he speaks.

Memorable—worthy of being remembered. The French Revolution is a *memorable* event. The year 1757 is a *memorable* one.

Memorial—(i) written representation. A *memorial* has been submitted to the Governor. (ii) Have you seen the Victoria *Memorial* (commemorative monument) ?

Moral—Man is a *moral* being. He has no *moral* courage (sense). He has won a great *moral* victory. (ii) the teaching of a fable, story, etc. Give the *moral* of the story.

Morale—(n.)—moral condition (i. e., discipline and spirit of an army or people). The *morale* of the enemy's army has not been broken.

Mostly, most—**Mostly** means chiefly, for the most part. His money is *mostly* spent for charitable purposes. His statements are *mostly* true. As Adverb *most* means to the greatest degree or extent. His statements are *most* true. This song is *most* suited to the occasion.

Noticeable—that which can be seen or observed is *noticeable*. Some scars are still *noticeable* on the man's body. Distinguished person may have *noticeable* traits and characteristics.

Notable—worthy of being noted. He was a *notable* king and a scholar. Vanity is not often *noticeable* in a *notable* public man. The French Revolution is a *notable* event.

Peaceful—characterised by peace, having peace. He is a *peaceful* man. He is living a quiet and *peaceful* life. Trade and commerce flourish at *peaceful* times. *Peaceful* atmosphere reigns nowhere in the world.

Peaceable—disposed or tending to peace. He is a *peaceable* citizen. He is a man of a *peaceable* temper (or a *peaceable* disposition).

Personality—a distinctive character. He had a great *personality* which made ordinary people obey him.
 "The girl has a pleasing and attractive *personality*".

Personalty—a legal term meaning personal property, i. e. movable and temporary possessions as opposed to real property. He has died leaving *personalty* to the extent of a lac of rupees.

Personate—to assume a false character and to play a false part. To *personate* a man is to pretend, by using his name, to be the man. Thus one Hari-pada is charged with having *personated* a police officer (i. e. falsely assumed the character of a police officer).

Personify—symbolize (quality) by human figure. "The Greeks and Romans used to *personify* the forces of nature representing them as divine persons and deities". He is Love *personified*.

Personal—one's own; directed against or referring to an individual. This copy is for my *personal* use.
 Don't make *personal* remarks.

Personnel—staff or hands of an institution or service or business. "The *personnel* of a hospital comprises of the doctors, nurses clerical and other servants, engaged or employed in the institution."

Pole—a piece of wood. The calf is tied to a *pole*.

Poll—voting at election; number of votes. Women are excluded from the *poll*. A *poll* was demanded.

Regretful—full of regret. "Most people are *regretful* at leaving the place where they have spent a happy holiday."

Regrettable—undesirable, deserving of censure (of events or conduct). It is a *regrettable* state of affair. It is *regrettable* that civilized nations cannot settle their differences without going to war.

Respectable—deserving of respect. He is a *respectable* man of this village. His motives were *respectable*. There was a *respectable* (fairly good) attendance at the meeting.

Respectful—showing respect. One should be *respectful* to one's superior. He is *respectful* to the religious and political opinions of others.

Respective—each's own, proper to each. Boys, go to your *respective* seats. Put them in their *respective* places. They went to their *respective* homes.

Respectfully—means in a respectful manner. He *respectfully* replied that he had not done it.

Respectively—Hari and Jadu were given an apple and a mango *respectively*. Rahim, Karim and Bimal are *respectively* 12, 14 and 16 years of age.

Respectably—means in a respectable manner. The boy *respectfully* tried to prove that he had acted *respectably*.

Restful—favourable to repose, free from disturbing influences. At a rest-house a traveller can pass a *restful*, or quiet night. A holiday should be a *restful* time.

Restless—never still, uneasy, unquiet, agitated. This is a *restless* child. The patient passed a *restless* night yesterday. His was a *restless* mind. We were all *restless* while awaiting his order.

Restive—refractory ; unmanageable. A horse kept too long without exercise is often *restive*. The clerks are *restive* under the new manager's rule. "The boys, though kept in check, are *restive* under the new master's harsh control".

Righteous—just, upright, virtuous (of person, life, action). He is leading a *righteous* life.

Riotous—lawless. The mob became *riotous* and was dispersed by force.

Sanitary—conditions affecting health. The report speaks highly of the *sanitary* conditions of the town. The *sanitary* condition of this place is far from good.

Sanatory—tending to health, curative. *Sanatory* measures should be taken as early as possible. Many find the higher altitude *sanatory*.

Sculptor—is the artist who designs and produces statues, usually in stone but sometimes in metal or wood. He is an expert *sculptor*.

Sculpture—a work of art. This marble bust is a nice piece of *sculpture*.

Seasonal—depending on or varying with the seasons. Overcoats are *seasonal* goods. Cricket is a *seasonal* game.

Seasonable—suitable to season or occasion. We discussed *seasonable* subjects. "The *seasonable* or opportune arrival of aid is welcomed by those in difficulty."

Soar—to fly high, mount to a great height in thought. The bird *soared* away from the cage, never to return again. At times the author could *soar* to great heights of thought and imagination.

Sore—morbidly tender (of parts of body). He has a *sore* foot. It is a sight for *sore* eyes (welcome, pleasant). It is a *sore* (grievous) pain. He is in *sore* distress.

Surgeon—a person skilled in surgery. This *surgeon* is expert in performing surgical operation. Dr. Bose, an efficient *surgeon*, operated on his eyes.

Sergeant—police officer ranking between inspector and constable. At the time a *sergeant* and a posse of constables were patrolling the street.

Tamper—to meddle with, to make unauthorised changes, to exercise underhand influence: e. g. to tamper with a *document*, *text of manuscript*, a *witness*. Somebody must have *tampered* with the letter.

Temper—disposition of mind. He is of a fiery *temper*. I found him in a good *temper*. Do not show *temper* (behave petulantly). He has lost his *temper* (has become angry).

C.

Afflict—distress, trouble. A plague *afflicts* a country because of the suffering and misery it causes. He is *afflicted* with gout.

Inflict—deal, impose, (blow, wound, penalty, etc. upon). Severe punishment was *inflicted* upon the man. I beg to be excused for *inflicting* a long letter upon you.

Arbiter—one who has entire control (of). Mustafa Kemal was placed in the position of the *arbiter* of the destiny of New Turkey.

Arbitrator—one appointed by two parties to settle a dispute between them. The *arbitrator's* award pleased neither party.

Arouse—awaken, stir up. Suspicions were *aroused* in his mind. An alarm clock *arouses* us from our slumbers. A red rag *arouses* the anger of a bull.

Rouse—(i) to wake or stir up (person) from sleep (often up). Don't *rouse* him up now from bed. (ii) provoke temper, inflame with passion. He is terrible when his anger is *roused up*.

Avenge—is to inflict punishment on behalf of the innocent, weak and oppressed. It is always an *act of justice*. God *avenges* the oppressed. The law *avenges* the wrong done to a person. I will *avenge* the murder of my friend.

Revenge—is to wreak vengeance in a spiteful or malicious spirit. It is always an act of resentful or malicious retaliation *for personal injuries*. He *revenged* himself on his enemy by setting fire to his house. He took *revenge* (noun) on the neighbour who had ridiculed him.

Await—to wait for ; *Await* is always a transitive verb. I am *awaiting* his reply. I shall *await* your coming. A surprise *awaits* him (i. e. is in store for him).

Wait—is intransitive and transitive both. Don't *wait* for me. *Wait* till I come back. As transitive verb *wait* means await, bide. You must *wait* my convenience. He must *wait* our leisure. He is only *waiting* the signal.

Award—as a *verb* means to grant, assign or adjudge. A prize has been *awarded* to this boy for his merit. Penalty was *awarded* to the wicked man.

Award—as a *noun* means judicial decision. When a matter is referred to arbitration, the findings of the arbitrator are called the *award*. The arbitrator's *award* pleased neither party. Cf. The Communal Award.

Reward—The Sub-Inspector of police has been *rewarded* (verb) for unveiling the conspiracy. The President has got a gold watch as a *reward* (noun) for his good services in connection with the Union Board.

Bravado—ostentatious or simulated boldness. It is the braggarts and cowards who indulge in *bravado* (a vainglorious display of false courage). The world is familiar with Mussolini's *bravados*.

Bravery—is admirable and a praise-worthy display of courage. Heroes exhibit (display) *bravery*.

Breath—is a noun. We draw *breath* (breathe, live). Take *breath* (pause, rest). He says yes and no in one and the same *breath*.

Breathe—is a verb. *Breathe* wholesome air. He *breathed* his last (or last *breath*). He *breathed* new life into us.

Brief—means of short duration and applies to duration only and often implies condensation. He gave a *brief* lecture. He wrote a *brief* article.

Short—means not long in space or time and applies to both duration and linear extent, as a *short* speech, a *short* stick, a *short* man, a *short* distance. He lived a *short* life. He gave a *short* speech.

Contemporaneous—Events which occur at the same time are *contemporaneous* events.

Contemporary—person belonging to the same time. Akbar was a *contemporary* of Elizabeth.

Contradictory—diametrically different. This statement of yours is *contradictory* to the statement you made the other day.

Contrary—opposite, adverse, hostile. They hold *contrary* opinions. He is acting *contrary* to my wishes. As noun *contrary* means the opposite of the other of two opposed things or words. He is neither tall nor the *contrary* (i. e. short).

Deadly—(i) causing fatal injury. The dacoits used *deadly* weapons. (ii) entailing damnation. He is buried in *deadly* sin.

Deathly—like death, suggestive of death. *Deathly* silence reigned there. She wore a *deathly* look.

Disarmed—deprived of weapons. A *disarmed* man is one who has been deprived of weapons that he was carrying. Only one who was previously armed can be *disarmed*. The Indians are *disarmed*.

Unarmed—an unarmed man is one who is not carrying weapons. He was *unarmed* when he was attacked by the ruffians. An *unarmed* people cannot possibly resist armed invasion.

Device—(noun) an invention, trick. A crafty fisherman will employ many a *device* to tempt the fish to bite.

Devise—(verb) to invent or think out. He has *devised* a new plan.

Dominate—(verb) to have commanding influence over. She is not happy unless she *dominates*.

Dominant—ruling, controlling. She has a *dominant* personality.

Eatable—com. noun, *solid food*. The table was loaded with *eatables* of all sorts.

Edible—fit to be eaten. Some vegetables and roots are *edible* while others are not.

Excessive—(in a bad sense) going beyond reasonable measure. He had *excessive* fondness for wine (or gambling). "*Excessive* leisure leads to vice".

Exceeding—(in a good sense) unusual or extraordinary in quantity or extent. He had *exceeding* love for his second daughter. They were seized with *exceeding* fear when the supposedly dead man began to move his limbs.

Farther—denotes *greater distance in space*. Bombay is *farther* from Calcutta than Madras.

Further—as *adverb* means to *greater degree or extent*; also in addition. We shall discuss the matter *further*. Let us hear from you *further*. As *adjective* *further* means *additional, more*. You cannot expect *further* help from me. I shall let you know *further* details later on. The school remains closed till *further* notice.

Feasible—practicable, doable. It is *feasible* to call a meeting at twenty-four hour's notice. It is quite a *feasible* proposal.

Possible—That is quite *possible*. There are three *possible* excuses (that may be made).

Forego—is to go before. Study the *foregoing* chapters carefully. That the Howrah Union Team will be defeated by the Mahomedan Sporting is a *foregone* conclusion.

Forgo—go without, relinquish. I shall have to *forgo* the pleasure of this trip as I cannot leave home now.

Glance—We *glance* over, or take a final *glance* at a letter before posting it.

Glimpse—We cast 'a *glance* from a railway carriage and catch a *glimpse* of a ruined castle. We *glimpsed* something through the trees.

Ghastly—horrible, death-like. It was a *ghastly* murder. The wounded general gave a *ghastly* smile.

Ghostly—pertaining to a ghost or dead person appearing, to the living. Suddenly the *ghostly* figure of his departed father appeared before him.

Illusive—deceptive. The tricks of a magician are of an *illusive* character.

Illusory—A fine morning gives promise of a fine day, but the promise may be *illusory*, later it may rain.

Inflammable—(1) easily set on fire. (2) easily excited. Petrol is a highly *inflammable* substance. He is a very *inflammable* person.

Inflammatory—tending to inflame (kindle or excite) the mind. He delivered an *inflammatory* speech. The judge found his speech *inflammatory* but not seditious.

Literate—able to read and write. The percentage of *literate* men and women in India is small.

Literal—exactly corresponding to the original. What is the *literal* meaning of this passage? *Literal* translation. This is the *literal* truth.

Literary—An author or man of letters is called a *literary* man. These are *literary* works.

Mysterious—full of, wrapt in, mystery. We cannot account for his *mysterious* disappearance. *Mysterious* are the ways of God.

Mystical—spiritually symbolic, allegorical. His poetry is *mystical*.

Ordinance—a decree, of a temporary nature, issued by the Executive Govt. and having the force of a law. A law is one passed by the chosen representatives of the people in a legislature. Government have passed many new ordinances.

Ordnance—cannon, mounted guns. The Germans are reported to be using a new type of *ordnance*. There is an *ordnance* factory at Cossipore.

Ostensible—professed, for show. "A foreign spy may conceal his real activities under the *ostensible* occupation of a commercial traveller" The man was charged with having no *ostensible* means of livelihood.

Ostentatious—fond of show, making a display. An *ostentatious* person is one fond of showing off or parading his possessions or wealth.

Patrol—to pass through or go round a camp or town for maintaining order. The police *patrols* the streets at night to prevent burglary and wrongdoing.

Petrol—Motor spirit. All aeroplanes and most motor-vehicles are driven by engines using *petrol* as fuel.

Primary—(i) holding first place in time and importance. It is our *primary* duty to obey our parents. (ii) not derived from anything else. There are seven *primary* colours in the rainbow.

Primitive—relating to the earliest times, crude. *Primitive* customs are no longer in vogue. *Primitive* people knew little of the arts of civilization.

Populace—common people (used in a somewhat contemptuous sense). "The *populace* asked for the redress of the wrong done to them."

Population—total number of inhabitants. India has a population of 400 millions.

Pre-eminent—excelling others, outstandingly superior. He was *pre-eminent* among courageous and noble-minded men.

Prominent—conspicuous. He was *prominent* among the villagers. Jadu Babu is a *prominent* on the committee.

Property—We have no landed *property*.

Propriety—rightness, suitability. I doubt the *propriety* of the term. We must observe the *proprieties* (details of correct conduct). He has no sense of *propriety*.

Prophecy (noun)—a forecast or prediction. His *prophecy* came true.

Prophecy (verb)—to foretell. He *prophesied* the downfall of the last Ministry. Who can *prophecy* when the war will cease and peace come to reign on earth?

Rare—seldom found or occurring. It is a *rare* book. True friendship is one of the *rarest* things in the world.

Scarce—insufficient for the demand or need. Drinking water is *scarce* here. Fish has become *scarce* for sometime past.

Reveal—disclose, betray. He revealed the secret at the appropriate moment. Genius may *reveal* itself in the early years of life.

Revel—make merry. They *revelled* in the victory of the Mohan Bagan Team.

Statue—image. *Statues* of great men are built in every country.

Statute—a written law. "The Universities of Oxford and Cambridge have *statutes* in accordance with which they are governed."

Virtual—in effect, though not in actual form. The Headmaster is the *virtual* Secretary of the school. He is the *virtual* manager of the business.

Virtuous—morally good. He has all along lived a *virtuous* life. She is a *virtuous* (chaste) wife.

Provident—showing foresight, thrifty. The teacher took a loan of a hundred rupees from the *provident* fund. The besieged garrison made a *provident* use of their supplies.

Providential—arranged by or suggesting the intervention of Providence, God. At Dunkirk the English had a *providential* escape. This unexpected meeting of the two friends was really *providential*.

Quaint—odd, old-fashioned. Dresses of a more remote time seem *quaint*. The saying of a child are often rather *quaint*.

Queer—strange, peculiar, suspicious. He put in a *queer* appearance. This table has a *queer* shape. He is a *queer* fellow.

Query—a question, an inquiry, a point to be answered. As a *verb* it means to question the accuracy of. A statement may give rise to a number of *queries* or points requiring an answer. If a statement is in writing, we *query* it, that is, question its accuracy, by placing a mark of interrogation or writing the word.

Inquiry—Before setting out on a long journey we make *inquiries* (ask) about the trains etc. The police will soon hold an *inquiry* into the matter.

Recipient—one who receives. The *recipient* of a gift or favour is the person to whom it is given or shown.

Receptacle—That which holds, contains or receives; a vessel. A dustbin is a *receptacle* for rubbish. A boy's pocket is proverbially a *receptacle* or repository for pencils, penknife, nuts, string and other objects that appeal to him.

Servility—The Jews lived in Egypt in a state of *servility* or slavery. We condemn a servile flatterer for his *servility*.

Servitude—the condition of being a slave. In 1865 all Negro slaves were released from *servitude*. A country that is subjected to the domination of a foreign power is said to be in political *servitude*.

Shade—We took rest in the *shade* of a tree.

Shadow—The dog saw its own *shadow* reflected on the waters of the river. (See pp. 285).

Meddle—is to interfere when we have no occasion to do so. Do not *meddle with* the affairs of others.

Muddle—to jumble, mismanage. We may *muddle* or jumble the contents of our drawers when searching through them hurriedly.

Precede—The procession was *preceded* by a band party.

Proceed—Let us *proceed* with the work.

Tenor—purport. We cannot mistake the *tenor* or purpose of an emphatic and lucid speech.

Tenure—The period during which an official holds office is termed his *tenure* of that office.

Urban—of a city or town. The *urban* population of a country is distinguished from its rural population.

Urbane—courteous, elegant or refined in manners. A person is said to be *urbane* if his manners are courteous and refined.

Willing—not reluctant, cheerfully ready or given. He is a *willing* worker. *Willing* aid will be forthcoming.

Wilful—intentional, deliberate. For *wilful* or deliberate murder a man can be hanged. The clerk has been dismissed for *wilful* neglect of duty.

Decent—He has got a post with a *decent* salary. He is a *decent* fellow.

Descent—The *descent* (v. *des* : *end*) from the hill is not so difficult as the ascent.

Waive—forgo, give up. He has *waived* his claim to the ancestral property.

Wave—The captain *waved* his sword in the air (brandished it as encouragement to his followers).

Delicate—tender. Overwork will surely affect your *delicate* health.

Delicious—Pure milk is a *delicious* drink.

Suit—fit. This coat does not *suit* the boy. This food *suits* all tastes (agrees with). He has bought a *suit* of clothes.

Suite—(pronounced *swet*) (i) a retinue. The prince, accompanied by a *suite*, went out on a hunting excursion. (ii) a set of rooms. He has engaged an expensive *suite* in a fashionable hotel.

Graceful—full of beauty and elegance. The *graceful* movements of Lucy charmed Wordsworth. His is a *graceful* figure.

Gracious—full of kindness or courtesy. George Washington was *gracious* by nature.

Gilt—overlaid with gold. This book has *gilt* edges. It is a *gilt* necklace.

Guilt—The man confessed his *guilt* and was pardoned.

Homely—simple, plain. A *homely* face is one that is plain, not handsome. A *homely* meal is one that is simple and unpretentious.

Domestic—of the home. His *domestic* life is not happy.

Seize—(verb)—He was *seized* by the neck. The country was *seized* with panic.

Siege—(noun)—besieging. The town was, in a state of *siege*. The enemy laid *siege* to that city.

Calendar—a register of the days of the year. Have you got a *calendar* for this year ?

Calender—a roller-machine for ironing cloth, etc. He irons his shirts with a *calender*. Clothes are *calendered* after washing.

Check—You will try to keep your temper in *check* (under control).

Cheque—I will give you a *cheque* for two hundred rupees tomorrow.

Miner—one who works in a coal-mine.

Minor—in England, a young person below the age of twenty-one is a *minor*. A *minor* injury is one that is but slight.

Peal—Thunder rumbles and *peals*. He was greeted with *peals* of applause.

Peel—to strip off the skin. We speak of *peeling* an apple or potato when we pare off its skin.

Healthy—The boy is strong and *healthy*.

Wholesome—Food is *wholesome* when it is nourishing and keeps one healthy. We should take *wholesome* food.

Rite—Religion does not consist in the observance of *rites* and ceremonies.

Wright—This word is used in combination with another word which describes the nature of the work. Shakespeare was the best among the *playwrights* of his age.

Meditate—plan mentally, design. Shylock *silently meditated* revenge on Antonio.

Meditation—He would often remain absorbed in deep meditation.

Troop—assemblage of persons or animals, as a *troop* of boys, a *troop* of deer or monkeys. I saw a *troop* of children playing in the street.

Troops—soldiers. The *troops* are on their way to the front.

Unaware—(adj.) *not aware of*. He was *unaware* of our presence in the room.

Unawares—*unexpectedly*. He was caught *unawares*.

D.

Accompanied by—He came to the meeting *accompanied by* his friends.

Accompanied with—He is suffering from fever *accompanied with* dysentery.

Accommodate to—We should learn to *accommodate* ourselves to altered circumstances.

Accommodate with—Can you *accommodate* me with lodging in your hostel?

Admit to—He has been *admitted to* (not *into*) Class VIII of the Mitra Institution.

Admit of—Your conduct *admits of* no excuse. This passage *admits of* three interpretations.

Astonish at—I was *astonished at* his sudden appearance.

Astonish by—He *astonished me by* his sudden appearance.

Attend to—Attend to what I say. Will you *attend to* the matter? (see to it).

Attend upon—He has only one servant to *attend upon* him (to serve him).

Blind of—He is *blind of* (or, *in*) one eye.

Blind to—No father should be *blind to* the defects of his son.

Communicate with—I wish to *communicate with* (correspond with) you in this matter.

Communicate to—He *communicated* (informed) the news of his success to his friend.

Compare with—Compare the character of Aurangzeb with that of Akbar.

Compare to—Anger is compared to fire.

Confer with—The King *confers with* (consults) his ministers about state affairs.

Confer on—The title of Rai Bahadur has been *conferred* on (bestow) Santosh Babu. Ram Babu has *conferred* many favours on him.

Consist of—This family consists of ten members. The furniture consists of chairs and tables.

Consist in—Morality consists in doing the right and not doing the wrong.

Contrast (noun) to—Akbar's character is in many respects a great contrast to Aurangzeb's.

Contrast with—Contrast the character of Aurangzeb with that of Akbar.

Convert to—He has been *converted* to Christianity (Mental change).

Converted into—The magician *converted* the rod into a serpent (Physical change).

Correspond with—I shall *correspond with* (exchange letters) you on this subject.

Correspond to—tally with. His deeds do not *correspond* to his words.

Demand of—The Magistrate *demand*ed an answer of the prisoner. I *demand* justice of you and no favour.

Demand (noun) for—There is a great *demand* for cotton in the market.

Differ with—disagree. I *differ with* you on this point.

Differ from—be unlike. The climate of Darjeeling widely *differs from* that of Calcutta.

Disqualified for—unfit. He is *disqualified for* this post.

Disqualified from—This horse is *disqualified from* running today's race. Ramapada is *disqualified from* appearing in the examination this year.

Entrust with—I cannot *entrust* the man with this task. I cannot *entrust* him with the money.

Entrust to—I cannot *entrust* this task to the man. I cannot *entrust* the money to him.

Exult in—rejoice. Do not *exult* in the misfortune of another.

Exult over—(a person). Do not *exult over* a defeated enemy.

Impatient of—intolerant. The boy is *impatient* of reproof.

Impatient for—eager. The boy is *impatient for* going home. He is *impatient for* the money.

Impress with—The teacher *impressed* his pupils *with* the necessity of leading a pure life.

Impress upon—I *impressed upon* his mind the necessity of leading a pure life.

Intrude on—Why did you *intrude on* his valuable time ?

Intrude into—What right had he to *intrude into* my private garden ?

Originate from—Their quarrel *originated* (had its origin) *from* jealousy.

Originate with—The scheme of the Partition of Bengal *originated with* Lord Curzon.

Part from—take leave of. The mother *parted from* her boy with solemn tenderness.

Part with—give up, surrender. Bassanio would not *part with* the ring. I cannot afford to *part with* this sum of money.

Possessed by—occupied, dominated. He is *possessed by* a devil (or by a demon or spirit).

Possessed with—When I am *possessed with* an idea, I never give it up.

Prevail upon—persuade (to do). I could not *prevail upon* him to accompany me to the theatre.

Prevail over—gain the mastery, be victorious. The King at last *prevailed over* his enemies.

Result from—Peace and happiness cannot *result from* a life of sin.

Result in—The trial *resulted in* the acquittal of the accused.

Succeed in—He *succeeded* in winning the prize. The man *succeeded* in his attempt.

Succeed to—inherit. A son *succeeds* to his father's property.

Touch at—This express train does not *touch* at this station.

Touch on—refer to or treat briefly. He *touched* on the subject of mass education.

IV. APPROPRIATE PREPOSITION.

(A) The same word with different Prepositions

Abound in—Wild boars *abound* in some parts of Europe. Mistakes *abound* in the book.

Abound with—Some parts of Europe *abound* with wild boars. The book *abounds* with mistakes.

Blind in—He is *blind* in (or, of) one eye.

Blind to—No father should be *blind* to the defects of his son (unmindful of).

Bound by—We cannot go to any other firm since we are *bound* by a contract.

Bound for—The vessel is *bound* for Sydney.

Cause of—What is the *cause* of your delay? (said of a preceding event.)

Cause for—There is no *cause* for delay. (said of a succeeding event.)

Compete with, for—Many young men *competed* with one another *for* the gold medal.

Concur with, in—The judge *concurred* with the jury in its verdict.

Confide to—I cannot *confide* (=entrust) so important a secret *to* anybody.

Confide in—Happy is the man who has a friend *to confide in* (=put faith in).

Contemporary (adj) with—Akbar was *contemporary* with Elizabeth.

Contemporary (n.) of—Akbar was a *contemporary* of Elizabeth.

Familiar to—The name of Vidysagar is *familiar to* every Indian.

Familiar with—Every Indian is *familiar with* the name of Vidyasagar.

Liable to—All men are *liable to* error.

Liable for—Who is to be *liable for* payment ?

Perish by—"He who will take the sword shall *perish by* the sword."

Perish with—The poor man *perished with* cold.

Rest with—It *rests with* me (=is in my power) to decide whether I shall go or not. The responsibility *rests with* you.

Rest on—(depends on). His whole theory *rests on* a wrong assumption.

Smile at—A pious man *smiles at* death (defies).

Smile on—May fortune *smile on* (favour) you.

Stick to—Every one should *stick to* (adhere to) his principles even in the teeth of opposition.

Stick at—An unscrupulous man will *stick at* (hesitate at) nothing to gain his selfish end.

Succeed to—He *succeeded to* a vast property.

Succeed in—An industrious man *succeeds in* his attempt.

(B) Corresponding Words with Different Prepositions

Account for—I cannot *account for* your strange silence. -
You must *account for* the last penny.

Accountable to, for—Every man is *accountable to* God *for* his actions.

Capable of—This man is *capable of* lifting heavy weights.
He is *capable of* any crime.

Capacity for—Sher Shah had a great *capacity for* administrative work.

Cautious of—We should be *cautious of* false friends. A sick man should be *cautious of* his diet.

Caution against—Passengers are *cautioned against* leaning on the window of the running train.

Confident of—We are *confident of* the justice of our cause. He is *confident of* success.

Confidence in—He has full *confidence in* me.

Dependent on—He is *dependent on* his uncle for support.

Independent of—The affairs of nations have been so mixed up that no nation can be *independent of* another.

Exclude from—He was *excluded from* the society of his friends.

Exclusive of—This book is priced at Rs. 5 *exclusive of* postage and packing charges.

Liking for—I have no *liking for* such amusements.

Dislike to—I have a great *dislike to* the man.

Partial to—A teacher is generally *partial to* well-behaved boys.

Partiality for—A teacher should not have *partiality for* any particular boy.

Provide for, with—provide a thing *for* a person, or a person *with* a thing. A father should *provide for* the education of his children. The garrison was well *provided with* food.

Provide against—A prudent man *provides against* a rainy day (makes provision for bad times).

Sympathy for—He showed great *sympathy for* me in my troubles.

Sympathise with, in—I heartily *sympathise with* you in your distress.

(C) VERBS followed by prepositions

Abstain from—He *abstained from* food for three days.

Refrain from—to keep oneself from action. The child *refrained from* crying when it saw its mother.

Accuse of—to charge with an offence. He *accused* his servant of theft.

Acquaint with—Do not fail to *acquaint* me *with* the particulars of the affair.

Acquiescé in—agree tacitly. We cannot *acquiesce in* such unjust demands.

Acquit of—The judge *acquitted* the accused of the charge of murder.

Adapt to—We should learn to *adapt* ourselves to altered circumstances.

Apply to—This rule does not *apply* to your case.

Approve of—No rightminded man can *approve* of your action. I *approve* of the suggestion you have made.

Apologize for, to—You ought to *apologize* to the old man *for* having insulted him.

Ascribe, assign, attribute to—He *ascribed* the loss to his own carelessness. The English *assign* the victory of Trafalgar to Nelson. Historians *attribute* the fall of the Moghul Empire to Aurangzeb's narrow and bigoted policy.

Assent to—They did not *assent* to the proposal.

Assure of—I *assure* you of my help in the hour of need.

Attach to—I cannot *attach* any value to his words.

Bestow on or upon—You have *bestowed* many favours on me. The teacher *bestowes* great attention upon his pupils.

Beware of—Beware of temptation (pickpockets, etc.)

Brood over—Why do you *brood over* your past misfortunes?

Charge with—The man was *charged with* theft.

Compensate for—I shall *compensate for* the loss that you have sustained on my account.

Conduce to—Physical exercise *conduces to* health.

Conform to—Every student must *conform to* the rules of the school.

Contribute to, towards—He has *contributed* Rs. 100 to the Cyclone Relief Fund.

Convince of—He tried to *convince* us of his innocence.

Convict of—He was *convicted* of theft.

Count upon, for—You may *count upon* my help. May I *count upon* (reckon) your money?

Crave for—Worldly men *crave for* wealth and fame.

Dawn on or upon—At last good sense *dawned upon* him.
With the close of the Great War, a New Era of peace and progress has *dawned upon* the world.

Deal in, with, by, out—He *deals in* rice. A trader has to *deal with* a lot of customers in course of his business. Such boys as will make a noise in the class will be severely *dealt with*. A clever shop-keeper will *deal well by* his customers. He *deals cruelly* (or, ill) *by* his servants. An upright judge *deals out* even-handed justice to all.

Desist from—We should always *desist from* sin.

Despair of—He *despairs of* success in the examination.

Deter from—Nothing could *deter* him *from* carrying out his plan.

Deviate from—We should not *deviate from* truth.

Devolve upon—After their father's death the duty of giving education to the children *devolved upon* their mother.

Devote to—He has *devoted* himself *wholly to* the cause of social reform.

Die of—He *died of* cholera (or, illness, hunger, starvation etc.)

from—(some cause). He *died from* his wound. He *died from* the effects of over-exposure to the sun (or, overwork, weakness etc.).

by—(by violence). He *died by* his sword (or, weapon etc.)

for—I am *dying for* a sight of you. The mother is *dying for* her child.

Disagree with—I *disagree with* you on this point.

Discourage from—You should not *discourage* your son *from* going to Europe for higher education.

Dispense with—His services have been *dispensed with*. My employer *dispensed with* my services.

Dissuade from—I tried my best to *dissuade* him *from* giving up his studies.

Distinguish from, between—It is sometimes very difficult to *distinguish* truth from fiction. Death does not *distinguish* between rich and poor.

Enquire into, about, of, after—We *enquired* into the matter. I went and *enquired* of the Postmaster *about* the missing money-order. It is kind of you to *enquire* about my health. I have several times *enquired* after him (=how he is keeping).

Enlighten on—You will please *enlighten* me on the subject.

Excel in—She *excels* in music and painting.

Exempt from—The boy has been *exempted* from punishment.

Expose to—An adventurous man *exposes* himself to all sorts of danger.

Hanker after—Worldly men *hanker* after riches (or, fame wealth, etc).

Impute to—I *impute* no bad motive to you.

Indulge in—Boys should not *indulge* in card playing.

Inflict on—Corporal punishment has been *inflicted* on the boy.

Insist on—I *insisted* on his going there. He *insisted* on the immediate payment of his dues.

Inspire with—The General *inspired* the soldiers with courage. I did my best to *inspire* him with hope.

Live by, on, within—He *lives* by honest labour. He *lives* on a small income. He *lives* on milk alone. One should *live* within one's means.

Minister to—Her only joy was to *minister* to the comforts of the family.

Object to—I *object* to your passing such remarks.

Partake of or in a thing—I *partook* of the refreshments with my friend. True friends *partake* in the joys and sorrows of each other.

Persist in—The wilful boy *persisted* in doing what he was forbidden to do.

Preside over—The Chairman being absent, the Vice-Chairman was asked to *preside over* the meeting.

Pride on—The girl *prides herself on* her beauty.

Profit by—Has the world *profited by* the last Great War? I have *profited a great deal by* his instructions.

Rejoice at, in—I *rejoice not only in* my own success but also *at* yours.

Remind of—Let me *remind you of* your promise. This picture *reminds me of* my mother.

Sentence to—The Judge *sentenced the accused to* four years' rigorous imprisonment.

Subject to—We were *subjected to* considerable hardship.

Subscribe to—Many have *subscribed to* the Famine Relief Fund. I wish to *subscribe to* (or, *subscribe*) a daily paper.

Subsist on—The people of Bengal *subsist on* rice.

MISCELLANEOUS

Words with Appropriate Prepositions

Accountable, answerable, responsible, to, for—We are all *accountable* (or, *answerable*) *to* God *for* our actions. Parents are *responsible for* the character of their children.

Accede to—I am sorry I cannot *accede to* your request.

Adequate to—His income is hardly *adequate to* his needs.

Adjacent to—There is a tank *adjacent to* his house.

Adjourned to—The hearing of the case was *adjourned to* the 19th.

Agreeable, congenial to—This fruit is not *agreeable to* the taste. The climate of this place is not *congenial to* my health.

Amenable to—He is *amenable to* reason. Every soldier must be *amenable to* discipline.

Applicable, appropriate, to—This rule is not *applicable to* the present case. The song was *appropriate to* the occasion.

V. ELLIPSES

Complete the following sentences by inserting an appropriate preposition or word in each of the blanks :—

(1) To replace indulgence—hardness, is only to substitute one evil—another. (2) Previously—being released, he was accused—having conspired—the king. (3) This stick differs—that—length—two feet.

(4) The difference—six and eight is equal to the excess of four—two. (5) As I have no use—the book, what is the use—my buying it? (6) He exposed himself—the cold—the doctor's warning.

(7) The wise man provided himself—famine and—a revolver. (8) The Lord preserve thee—all evils and cure thee—all thy diseases. (9) He is so impatient—good advice that I despair—making any impression—him.

(10) He is so bent—carrying—his purpose that it is useless to try to dissuade him—doing so. (11) Be careful not to—expenses which you cannot—. (12) Do not—a course which is certain to—you to danger.

(13) It is the duty of every Government to—such measures as will—the happiness of the people. The prisoner was—with theft but was—after a long trial.

(14) You should be consistent—your statements. Your practice is not consistent—your profession. (15) The accident which resulted—the man's carelessness is likely to result—his death. (16) I have been ill—two days but I hope to be better—tomorrow and quite well—a week's time. (17) This road is preferable—that one but I feel—tired—walk any further.

(18) New books are so—that I must—to procure second—ones. (19) John as well as James—to be rewarded for diligence. (20) —he—his brother was at home. —he—his father were at home.

(21) Scarcely had he begun to speak—he was interrupted. No sooner had I arrived—he went away. (22) Why do you not avail—of the assistance he has—you? (23) I tried to persuade him to—my example but he insisted—taking his own.

(24) I do not concur—you—the opinion you have expressed, but I refrain—interfering—a matter—such moment—you and me.

(25) You are bound—honour—bestow your best thought—the subject, and though you may be disappointed—the immediate result you need not despair—ultimate success.

(26) Augustus, content—the victory obtained—the liberties of his own country was little ambitious—acquiring fame—foreign wars.

(27) Though averse—the proposal and though resolved to abide—the decision arrived at—long delay, yet he was willing to concur—the President and defer—his long experience. He could not desist—the attempt to press—a definite decision—the point.

(28) A man of honour adheres—his convictions and acts—a sense—duty even if men rail—him and think him weak—understanding and wanting—common sense.

(29) I ought to apologize—the committee—intruding—them the opinion of an inexperienced person when they are engaged—the discussion—a question as complicated—any that ever came—Parliament.

(30) When my employer dispensed—my services, I disposed—my furniture, was reconciled—my fate and set—a grocer's shop.

(31) Do not live—riches, but whatever you live—live—honest labour; and if you have to live—a small income, live—your means.

(32) India borders—Burma and is separated—it partly—the Bay of Bengal which lies—them and partly—a line—mountains situated—the north—the Bay.

(33) I hope the time appointed—the meeting will be convenient—you. I am afraid it will not be convenient—me to attend the meeting. He bears no resemblance—the father. There is no resemblance—the father and his son.

(34) The messenger asked the station master—the train was late,—it would arrive,—many passengers it carried and—its average speed was.

(35) He lives—a small—cost, and he does so by abstaining—every kind of luxury and accustoming himself—humble fare, such as is suitable—a person—small income.

(36) I have made a contract—him. He has a bad habit—arguing—other persons—trifles. Although he was short—money, and timid—disposition yet—perseverance he conquered.

(37) I acquit you—complicity—that crime and hope you will be compensated—that annoyance entailed—you—the groundless charge brought—you.

(38) Whatever you decide—stick—it and do your best—difficulties. I understand—all I hear that though he despairs—success, nothing can deter him—his purpose.

Ans. (1) by, for. (2) to, of, against. (3) from, in, by. (4) between, over. (5) for, of. (6) to, against. (7) against, with. (8) from, of. (9) of, of. (10) on, out, from. (11) incur, meet. (12) adopt, lead. (13) adopt, promote, or secure; charged, acquitted. (14) in, with. (15) from, in. (16) for, by, in. (17) to, too, to. (18) dear, try, hand. (19) is, his. (20) neither nor, both, and. (21) before, or when, than. (22) yourself; offered. (23) follow, on, course. (24) with, in, from, in, of, to. (25) in, to, on, in, of. (26) with, for, of, in. (27) to, by, after, with, to, from, for, on. (28) to, from, of, against, of, in. (29) to, for, upon, in, of, as, before. (30) with, of, to, up. (31) for, for, by, on, within. (32) on, from, by, between, by, of, to, of. (33) for, to, for, to, between. (34) why, when, how, what. (35) on, from, to, for, with. (36) with, of, with, about, of, of, by. (37) of, in, for, on, by, against. (38) upon, to, under, from, of, from.

VII. PREPOSITIONAL VERBS

Act :—(1) *on, upon*—Heat *acts on* bodies (has an effect on them i. e. expands them). I *acted upon* (=carried out) his instructions (or advice).

(2) *for*—The lawyer *acts for* (on behalf of) his client.

(3) *from*—He *acted from* fear rather than *from* a sense of duty.

- (4) **up to**—maintain in practice. He *acted up to* the instructions of his master. A man of principle *acts up to* his convictions.

Bear :—(1) **down**—to overthrow. Akbar, though very young, was strong enough to *bear down* his opponents.

(2) **on, upon**—Your remarks do not *bear upon* or *on* (are not relevant to) the question we are now discussing.

(3) **out**—to confirm. Your statement is not *borne out* by facts. The evidence is not sufficient to *bear out* the charge.

(4) **up**—(i) not to despair. It is not easy to *bear up* when one is beset with difficulties on all sides. (ii) to uphold. His patience and fortitude *bore him up* in his troubles.

(5) **with**—to have patience with. I can no longer *bear with* your impertinence.

Break :—(1) **away**—to depart abruptly as from company, or habit. He *broke away* from his old friends.

(2) **down** (v)—to fail. He *broke down* in the middle of his speech. (Noun. e. g., a break-down of health.) He has had a complete *break down* of health.

(3) **in**—force one's way in. The door (or, box) was *broken in*.

(4) **into**—enter abruptly or by force. The dacoits *broke into* the house of the zeminder.

(5) **off**—to come or bring to a sudden end. He *broke off* in the middle of the story.

(6) **out**—to appear suddenly as a war, fire, disease. Cholera has *broken out* in the suburbs of Calcutta.

(7) **out into**—to find vent in. The discontent at last *broke out into* open rebellion.

(8) **up**—to depart, dismiss. The meeting *broke up* late at night. The school *breaks up* (is dismissed) at 4 P. M.

(9) **with**—quarrel or part with. The Hindus and the Mahomedans cannot *break with* each other, their interests being the same.

Bring :—(1) about to cause to happen. He *brought about* a reconciliation between the two parties.

(2) forth—to produce. Indian soil *brings forth* abundant rice.

(3) over—He at last succeeded in *bringing over* his opponent to his side.

(4) on—to cause. Over-exposure to the sun may *bring on* a disease.

(5) round—to restore to a healthy or a normal condition. Change of climate may *bring* the patient *round*.

(6) up—to rear, educate. He was born and *brought up* in England.

(7) out—to publish. Messrs. Kamala Book Depot have *brought out* a fine edition of Omer Khyam.

Call—(1) down—to invoke ; to pray for. In this crisis what can we do but *call down* the blessings of the Lord ?

(2) for—to require or demand. The teacher *called for* an explanation of the boy's conduct.

(3) off or away—The strike has been *called off* or *away* (withdrawn).

(4) in—*Call in* a doctor at once.

(5) at, on, upon—(i) to pay a short visit to. Last evening I *called on* my sick friend. On the appointed day I *called at* his house. (ii) to authoritatively require ; to order. I was *called upon* to give evidence in the court.

(6) over—The teacher *called over* the names on the class roll.

(7) up—to bring into recollection. I cannot *call up* his name.

(8) out—He *called out* for help (shouted).

Carry :—(1) away—to inspire ; to deprive one of self-control. The preacher *carried away* the audience by his eloquence.

(2) off—Cholera *carried off* half the people of our village.

(3) **on**—to manage or conduct (business, conversation war). He successfully *carried on* the trade for several years.

(4) **out**—to execute. We should always *carry out* the orders of our superiors.

Come :—(1) **about**—to happen. How did these things *come about* ?

(2) **across**—to meet with. Searching in the box I *came across* the missing letter. I have never *come across* such a man in my life.

(3) **at**—(i) to reach. The grapes were too high for the fox to *come at*.

(4) **by**—to obtain. The man could not explain how he had *come by* the watch. How did you *come by* this ring ?

(5) **of**—to be born of, result from. He *comes of* a very respectable family.

(6) **off**—(i) to take place. My brother's marriage *comes off* on Monday next. The prize distribution of our school *comes off* before the Puja holidays. (ii) to turn a victor. He *came off* victorious in the contest.

(7) **out**—(i) to be published. Our book is expected to *come out* before the Christmas holidays. (ii) to be revealed. Sooner or later truth must *come out*. (iii) to become public. The result of the Matriculation examination will *come out* next week.

8. **over**—He has *come over* from Calcutta to see us.

9. **up to**—(i) to approach. The boy *came up to* the teacher and said his lessons. (ii) to be equal to. Your result in the examination has not *come up to* our expectations.

10. **round**—to recover. He is very ill, but we hope he will *come round* soon.

Cry :—1. **against**—to protest against. The people *cried against* the bill but to no effect.

2. **down**—to disparage. There are some men who *cry down* religion.

3. **up**—to praise. Every shopkeeper *cries up* his own goods as the best in the market.

Do :—1. away with—to abolish. This system has been *done away with*.

2. for—(i) to serve the purpose of. This building will *do for* our proposed school. (ii) to be ruined. My business has failed and I am *done for*.

3. into—to translate into. Can you do this passage *into English* ?

4. without—to dispense with. I cannot *do without* his help. I cannot *do without* a knife.

Draw :—1. in—to approach. The Pujas are *drawing in*.

2. off—to withdraw. As it was dangerous to advance, the army *drew off*.

(3) up—(i) to write out in proper form. The petition was not *drawn up* (or, out) in due form.

(4) out—(i) extract. At last a crane *drew out* the bone that had stuck into the throat of the wolf. (ii) To elicit. I *drew out* the truth from him.

Fall—(1) back upon—to have recourse to (as the last means of support). He tried various expedients, but all of them failing, he was obliged to *fall back upon* writing articles for periodicals.

(2) in with—to coincide with. My views do not *fall in with* his.

(3) off—to withdraw. False friends *fall off* in adversity.

(4) into—He *fell into* a rage.

(5) on, upon—I have *fallen on* evil times (in misfortune). The task *fell upon* me.

(6) upon—to assault. A band of robbers *fell upon* the pilgrims and looted their all.

(7) to—to begin (eating or fighting). The hungry man *fell to* eating with great joy. They *fell to* fighting with each other.

(8) out—to quarrel. Brothers should not *fall out* with one another.

(9) through—to fail. The scheme *fell through* for want of sufficient funds.

Get :—(1) *abroad*—to become public. How did the secret *get abroad* ?

(2) *at*—to reach. The water being low in the jug the crow could not *get at* it. The fox gave many a bound but could not *get at* the grapes.

(3) *on*—How are you *getting on* with your studies ?

(4) *over*—to surmount. I hope you have now *got over* your difficulties.

(5) *to*—to reach. Will you please *see* my brother when you *get to* Dacca ?

Give :—(1) *away*—(i) to make a gift of. He *gave away* the whole property to his nephew. (ii) To distribute (prize). After the Secretary had read out the annual report of the school the prizes were *given away* by Lady Mukherjee.

(2) *in*—to yield. Though suffering from all sorts of privations and misfortunes the Rana would not *give in* to the Moghul Emperor.

(3) *off*—to emit. The drain *gives off* an offensive smell.

(4) *out*—to announce. The wicked step-mother poisoned the child to death and then *gave out* that it had died of snake-bite.

(5) *over*—to abandon. The patient has been *given over* by the doctors.

(6) *up*—He has *given up* his studies.

(7) *to*—He is *given to* drinking.

Go : 1. by—to direct course according to. I always *try to go by* the dictates of my conscience. (ii) to be known as. He *goes by* the name of Lattu.

(2) *down*—The sun has *gone down*. Prices have *gone down*.

(3) *for*—(i) to pass in the character of. There he *went for* a prince. (ii) to go to fetch. *Go for* a doctor.

(4) *in for*—Are you *going in for* the next B. A. examination ?

(5) *out*—to be extinguished. The lamp has *gone out*.

(6) *through*—I have *gone through* (revised) this book.

(7) *up*—Rice is *going up*.

(8) *without*—not to have. He *went without* food for three days.

Hold :—1. *in*—to keep in check. The rider could not *hold* in the unruly horse.

2. *out*—(i) to stretch. She was *holding out* her hand.
(ii) to offer. He *held out* to me bright hopes of the future. Do not *hold out* false hopes to any one.

Keep :—1. *away*—to avoid coming. The boy *kept away* from school.

2. *back*—to conceal. I will *keep* nothing *back* from you.

3. *down*—to hold in subjection. It is difficult to *keep down* one's temper under provocation.

4. *from*—to avoid. The father advised his son to, *keep from* evil company.

5. *in*—To confine. The boy could not say his lesson and was *kept in* after school hours.

6. *on*—(i) To continue. The child *kept on* crying.

7. *up*—(i) to continue. We *kept up* the conversation till 1 o'clock at night. (ii) not to go to bed. We *kept up* the whole night to see the performance.

8. *up with*—to keep pace with. He walked so fast that I could not *keep up with* him.

Look :—1. *after*—to take care of. The boy has none to *look after* him.

2. *down on* or *upon*—to regard as inferior to oneself. We should not *look down on* the poor.

3. *for*—to search. Will you please *look for* the missing book? He is *looking for* a job.

4. *forward to*—to wait eagerly. We all *look forward* to the day when strife and discord shall give place to peace and harmony.

5. *into*—to investigate. Aurangzeb personally *looked into* the minutest details of his administration.

6. *upon*—to regard as. I *look upon* you as my brother (or, friend, guide etc.).

7. **to**—to rely on a person (often for help). I *look* only to God for help and guidance.

8. **up to**—to regard with reverence. Christ is *looked up to* as an Incarnation of Divinity.

Make :—1. **after**—to pursue. The police *made after* the thief but could not overtake him.

2. **away with**—to destroy, to kill. Macbeth *made away with* the king at night.

3. **for**—to proceed towards. As the storm was coming on we hurriedly *made for* the harbour near by.

4. **of**—This ring is *made of* pure gold.

5. **off**—to run away. The thief *made off* with the bag of gold.

6. **out**—to understand. I cannot *make out* the meaning of this passage.

7. **over**—to transfer possession of. He *made over* all his property to his youngest son.

8. **up**—(i) to compose or to settle. They *made up* their quarrel. (ii) to compensate. As you are responsible for the damage, you are bound to *make up* for it. (iii) to decide. The young man has *made up* his mind to go to England.

Put :—1. **by**—to lay aside for future use. We should *put by* something every month.

2. **down**—(i) to write down. *Put down* your signature. (ii) to suppress. The government *put down* the rebellion with great difficulty.

3. **forth**—(i) to exert (strength). *Put forth* your best exertions and you will succeed. (ii) to send out (buds, leaves &c.) Trees *put forth* new leaves in spring.

4. **forward**—to advance. He *put forward* a very lame excuse.

5. **to**—He was *put to* death (or inconvenience, trouble, shame, etc). He was *put to* school (cause a child to be taught there).

6. **in**—to present. The prisoner *put in* a petition for pardon. He was *put in* prison (imprisoned).

7. off—to postpone. Never *put off* till tomorrow what you can do today.

8. out—*Put out* the lamp.

Run :—1. after—to pursue. Those who *run after* fame can seldom get it.

2. at—to assail by rushing. The dog *ran at* the fox.

3. down—to stop for want of winding. The clock has *run down*.

4. into—You should never *run into* debt.

5. out—When food and ammunition *ran out* (became exhausted), the besieged garrison had no alternative but to surrender.

6. over—to drive over. The other day a boy was *run over* by a motor car and removed to hospital.

7. through—to consume rapidly. The extravagant man has *run through* all his property.

See :—1. off—to accompany a person to the starting place of journey. I am going to the station to *see* my friend *off*.

2. through—to detect real nature of; not to be deceived by. He is clever enough to *see through* your tricks. I *saw through* his hypocrisy.

3. to—to attend to. If you want to prosper, you must *see to* your business yourself.

Set :—1. about—to begin (task). I will *set about* my work immediately.

2. apart—to reserve for special use. He has *set apart* a thousand rupees for charitable purposes. This room is *set apart* for guests.

3. aside—to annul. The High Court has *set aside* the judgement of the lower court. The king *set aside* the Partition of Bengal.

4. in—to begin. The rains have *set in*.

5. off—to start. He has *set off* for Dacca.

6. on—He *set* his dog *on* a beggar.

7. to—to apply to. He immediately *set* himself *to* work.

(8) *up*—to start business, institution etc. He has *set up* a grocer's shop. He has *set up* a school in his village and named it after his father.

Take :—(1) *after*—to resemble. This boy *takes after* his father.

(2) *down*—The Police *took down* his name and address and let him off.

(3) *for*—to suppose. I *took him for* a European.

(4) *in*—to deceive and cheat. He is not a man to be *taken in* so easily.

(5) *to*—to adopt or habituate oneself to. He has *taken to* drinking. He has *taken to* bad habits.

(6) *up*—He has *taken up* the cause of the oppressed ryots.

VIII. COMMON PHRASES AND IDIOMS

1

Above all—more than all. Young men must be diligent and industrious, and *above all*, they must have character.

After all—in spite of all that might be said against. *After all*, he may be said to be a good man.

All along—all the time. I have been warning him *all along*.

All at once—Suddenly. *All at once* he left the meeting.

All but—almost. He is *all but* ruined.

All in all—all-powerful. The Viceroy is *all in all* in India.

All over—from head to foot. He is wet *all over*.

All over with—be undone, or dead. It is *all over with* the patient.

All the while—during the whole time. What has he been doing *all the while*?

At a time—at each time. I will not give you more than ten rupees *at a time*. He could work at his desk for hours *at a time*.

At times—occasionally. *At times* he took to begging. *At times* he lived on bread only.

At the latest—I shall come home back by the 15th at the latest.

At last—ultimately. The thief was at last caught.

At length—finally. After a voyage of more than six months we at length arrived safe.

At present—now. At present I am out of employment.

For the present—for the time being. We must postpone starting for Calcutta for the present.

At the time—at a particular time when something else was happening. The thief broke into the house at midnight. Every inmate was sleeping at the time.

At the least—Ten thousand rupees was spent at the least on the occasion of his daughter's marriage.

By and by—before long. I shall come to that question by and by.

By the bye—incidentally, in passing. By the bye when is your brother coming home back from Delhi?

By far—in a very high degree. He is by far the best boy in the class.

By turns—one after another. Boys are allowed to say their lessons by turns.

From day to day—as the days pass. This state of things went on from day to day.

In cash—He has got a hundred rupees in cash as a reward.

In due course—in due time. You will get a lift in due course.

In full—The bill is paid in full (i. e. not in part).

In turn—All the boys were asked in turn.

Now and then
Now and again } —at intervals. He visits this place
now and then.

Now or never—The present is the only time either to do the thing or to give it up. Now or never is the time for you to appear in the examination.

Now that—since now. Now that you are free, you may proceed with the business.

Over and above—besides. He got a hundred rupees *over and above* the usual fee.

Once for all—Once only and not again ; for the first and last time. The prisoner was allowed to see his wife and children *once for all*.

The other day—not long ago. I went to see him *the other day*. I met him only *the other day*.

To this day—up to the present time. Vidyasagar is gratefully remembered by his countrymen *to this day*.

2

All the same—for all that. Cumberland was defeated in several battles ; *all the same* he was a great general.

Anything but—far from. Your statement is *anything but* true.

As for—As for myself, I have nothing to say.

As a rule—usually. I have my dinner at 9. P. M., *as a rule*.

As if—The man looks *as if* he were dead. The man looks *as if* he had seen a ghost. The king began to cherish his subjects *as if* they were his own children.

As such—in that character. He took her for a queen and treated her *as such*.

As well—also, besides. You must answer the next question *as well*.

At hand—very near. Our examination is *at hand*.

At no time—You will get it *at no time* (You will never get it).

In no time—You will get it *in no time* (without delay). He resolved the problem *in no time*.

At one time—At one time we met frequently.

Ever and anon—from time to time. He *ever and anon* reminded the people that very bad days were coming for the world.

Ever since—from that time to the present time. We have not heard from him *ever since* he left for Calcutta.

Ever so—in whatever degree. Be it ever so good, I do not want it.

Ever after—all along after that. He is ever after obedient to the will of his father.

3

According to—in the opinion of. According to the Christians, every person is born a sinner.

Acquit oneself—(perform one's part) well, ill. He *acquitted himself* creditably well in the annual examination. He *acquitted himself* very badly in the debate.

As a result of—As a result of the oppression of the zeminder many tenants have left the village.

As to—regarding, I know nothing as to his whereabouts. As to his character I have nothing to say against it.

As good as—not less than. He is as good as a rogue. The man is as good as dead (practically dead).

Because of—I could not see you *because of* my ill health.

By dint of—He occupied the first place in the examination *by dint of* his perseverance.

By force of—The king put down the rebellion *by force of* arms.

By means of—We crossed the river *by means of* a boat.

By reason of—The meeting was postponed *by reason of* his absence.

By virtue of—through the force of. *By virtue of* his honesty he earned the confidence of people. *By virtue of* his exalted character he commanded the respect of all.

By way of—I tell you this *by way of* advice. He mentioned that story *by way of* example.

Due to—The failure of crops was *due to* drought.

For the sake of—Blessed are they who die *for the sake of* truth and religion.

In accordance with—I shall act *in accordance with* your advice.

By all means—Certainly. We should *by all means* tell the truth under all circumstances.

By no means—Certainly not. I shall *by no means* help a man like him.

In all respects—in every way. These two sisters are *alike in all respects*.

In case of—He will try another chance *in case of* failure.

In compliance with—Agreeably to (one's request, wish, demand). *In compliance with* your request I send herewith a cheque for Rs. 100.

In consequence of—as the effect of. *In consequence of* the rise in the price of paper, the price of the book has been raised a little. *In consequence of* illness he could not appear in the examination this year.

In consideration of—*In consideration of* the tender age of the accused the Magistrate passed a light punishment.

In course of—*In course of* time he could see his mistake.

In the course of—during. He had to take two injections *in the course of* 24 hours. He told me this *in the course of* conversation.

In defence of—in support of. You have nothing to say *in defence of* your conduct.

In defiance of—disregarding. Students should not do anything *in defiance of* the orders of the Headmaster.

In or on behalf of—on the part of; in the interest of (person). I have come to speak something *in behalf of* this poor man. Three counsel appeared *on behalf of* the accused.

In default of—*In default of* payment of the fine he shall suffer imprisonment for three months.

In any event—whatever happens. *In any event*, I shall be at your place by 7 o'clock in the evening.

Inasmuch as—since. *Inasmuch as* you have offended Ram, you can't expect any help from him.

In a manner—in some sense. He does *in a manner* confess the charge.

In fact—in reality. England was then, *in fact*, the mistress of the seas, and this was why France could not encroach upon her. *In fact* he was not then ill.

In effect—practically ; virtually. The punishment inflicted upon the accused is so light that it is *in effect* an acquittal.

In favour of—on the side of. The Munsiff passed his judgement *in favour of* the defendant. He is not *in favour of* female education.

In favour with—He is *in favour with* the District Magistrate.

In honour of—The school was closed *in honour of* the Inspector's visit.

In order to—for the purpose of. I said this *in order to* encourage him. *In order to* meet the expenses of his son's education, he had to sell a portion of his property.

In point of—as regards, in the matter of. *In point of* intelligence he is superior to his elder brother. *In point of* service he is junior to me.

In quest of—in search of. The lion came out of his den *in quest of* prey.

In lieu of—in place of. He offered me corn *in lieu of* money.

In preference to—I take this book *in preference to* that. I accept your offer *in preference to* his (offer).

In proportion to—Your success will be *in proportion to* your exertions.

In pursuance of—In accordance with ; in fulfilment of. The Earl, *in pursuance of* the royal mandate (order), joined the army. *In pursuance of* his aim he was determined to do anything.

In regard to—I have nothing to say *in regard to* that.

In respect of—in point of. *In respect of* physical strength he is without a rival. You must be careful *in respect of* your health.

In spite of—*In spite of* his hard labour he failed in the examination.

Instead of—You should be out *instead of* sitting in on this day.

In the event of—in case of ; if anything so happens. *In the event of* his death his grandson will inherit his property. *In the event of* drought agriculture will suffer.

In view of—considering. *In view of* the condition of your health, I think you should go to some healthy place for a change. *In view of* the urgency of the case we must come to a decision as early as possible.

On condition of—on condition that. I can lend you some money *on condition of* early payment.

On no account—for no reason whatever, under no consideration. The thief will *on no account* be let off. He should *on no account* be pardoned.

On the eve of—Just or immediately before. He gave us a good feast *on the eve of* his departure from Delhi.

On the contrary—He does not hate you ; *on the contrary* he loves you.

To the contrary—I know him to be an honest man. Have you heard anything *to the contrary* ?

On the ground of—He resigned his office (service) *on the ground of* ill health.

On the score of—on the ground of. It was rejected *on the score of* absurdity (as being absurd). He got two months' leave *on the score of* ill health.

On the strength of—encouraged by or relying on. I did it *on the strength of* your promise. He secured the post *on the strength of* your recommendation.

So to say or speak—a form of apology for an exaggeration or for introducing a metaphor. Great men are, *so to speak*, the light of the world. The man has, *so to say*, gone mad.

So much so—to such a degree. He is extremely weak, *so much so* that he cannot walk even for two minutes.

So forth—more of a like kind ; further in the similar manner. You beat him, abused him, and *so forth*.

With a view to—for the purpose of. He has sent his son to England *with a view to* giving him a thorough education. I said all I could *with a view to* proving his innocence.

With reference to—I have nothing to say with reference to the matter.

With regard to—Do you know anything with regard to that matter?

4

According as—in proportion as. One is good *according as* he does good.

At best—at most. Human life is *at best* very short.

At all costs—At any sacrifice. We are determined to do it *at all costs*. Adhere to the truth *at all costs*.

At all risk—whatever the risk may be. I will do it *at all risks*.

At a loss—puzzled. I am *at a loss* to account for his long silence. I am *at a loss* as to what to do now.

At any rate—At least. "The man was stupid and heavy (clumsy in appearance), *at any rate* he seemed so to me."

At a stretch—continuously, without any break. He can work ten hours *at a stretch*.

At all hazards—at all risks. They were determined *at all hazards* to vindicate their rights.

At intervals—at times. He visited that place *at long intervals*.

At one's command—available for use, at one's disposal. The resources *at his command* were unlimited. I wish I had more money *at my command*.

At most—on the highest estimate. Five hundred men *at most* (not more than 500) were present in the meeting. This is *at most* (is no more than) a makeshift.

At random—without any fixed aim or purpose. He talks *at random*. He began to throw missiles *at random*.

At the eleventh hour—at the last moment. A doctor was sent for *at the eleventh hour*.

At the height of—to the highest pitch. England was then *at the height of her glory*.

At the instigation of—*At the instigation of his wife Macbeth murdered King Duncan.*

At the instance of—at the request or suggestion of. The boy was promoted *at the instance of* the Assistant Headmaster. The Headmaster did it *at the instance of* the Secretary.

At stake—risked. His honour is *at stake*. Life itself is *at stake*.

At the point of—The wounded man is *at the point of* (on the verge) of death.

On the point of—Just about to do (something). He was *on the point of* committing suicide when I appeared on the spot.

At the mercy of—wholly in the power of, liable to danger or harm from. He is now *at the mercy of* his enemy. A ship without a rudder is *at the mercy of* the winds and waves.

At pleasure—at will. The headmaster can *at pleasure* alter the routine. You may work *at pleasure*.

At variance with—in disagreement with. Men whose acts are *at variance with* their words, command no respect. His views are decidedly *at variance with* those of our party.

At the outset—at the beginning. At the outset the president explained the object of the meeting.

At one's wit's end—utterly at a loss. "I knew not what to do nor what to think; I was therefore at my wit's end". I am at my wit's end and do not know what to do now.

At the expense of—with some discredit or loss. We should not make jokes *at the expense of* others. Students should not cultivate the intellect *at the expense of* health.

Beyond question—undoubtedly. He is *beyond question* the best boy in the class.

Beyond bounds—unbounded. His joy was *beyond bounds*.

By right of—A son inherits the property of his father
by right of inheritance.

For all the world—for any consideration whatever. I
will not part with this ring for all the world.

For the asking—You may have it for the mere asking.

For the most part—mostly, in most cases. The soil of
Bengal is, for the most part, productive. The people
of Bengal are, for the most part, illiterate.

Go in for—appear at an examination. Last year he did
not go in for the B. A. examination.

Hand in hand—together. They acted hand in hand in
the matter. Hand in hand, let us march forward !

Hand to hand—They fought a hand to hand fight.

In abeyance—in a state of suspension. The order is
still in abeyance.

In a dilemma—in a position that leaves only a choice
between two equal evils. I am in a dilemma and do
not know what course to take.

In a nutshell—briefly. Give me the story in a nutshell.
This is the situation in a nutshell.

In the cause of—in the defence of ; in the interest of.
I shall fight in the cause of truth. Clarkson and
Brougham persistently fought in the cause of the
abolition of slavery.

In the dark—ignorant. The people are in the dark about
the intentions of the Government.

In the disguise of—Prince Charles fled from England
in the disguise of a woman.

In the face of—in the presence of ; in spite of. To
return in the face of the wind was impossible. What
he thought right he would do in the face of danger
and difficulties.

In full swing—in full progress. His business is now in
full swing.

In the fulness of time—when the time is ripe for any-
thing ; in a fit time. The tree will bear fruit in the
fulness of time.

In the nick of time—at the exact moment. We reached the station in the *nick of time* and were just able to catch the train.

In the prime of life—in full youth. Many promising youth of our country have been cut off in the *prime of life*.

In the teeth of—in the face of. He stood firm in the *teeth of* all opposition.

In vogue—in fashion, current. In our country this custom has long been in *vogue*.

Of one's own accord—voluntarily. I went there of my *own accord*.

Of no avail—fruitless, of no use. All his endeavours to pass the B. A. examination were of *no avail*.

On the wane—declining. His influence is on the *wane*. His reputation has long been on the *wane*.

On the alert—on the look-out. The enemy was on the *alert*.

On the brink of—on the edge or border of; on the verge of. The boy stood on the *brink of* the pond. The country was on the *brink of* civil war. He is on the *brink of* ruin.

On the spur of the moment—under the influence of a sudden impulse (without deliberation). He struck the man on the head on the *spur of the moment*.

On the tip toe—in a state of eager expectation. I am on *tip toe* to learn what has been my result at the examination. I am on the *tip toe* of expectation for a letter from my friend.

On the understanding—on the condition. I took charge of the boy on the *understanding* that I shall have complete control over him.

On the verge of—on the brink or border of. He is on the *verge of* 70. The old world is on the *verge of* destruction. He is on the *verge of* ruin.

Through and through—I have read the book through and through (again and again). I looked the man through (observed searchingly).

To all intents and purposes—practically, virtually. A man furious with jealousy is, to all intents and purposes, a mad man. He is, to all intents and purposes, president of the Union Board.

To all appearance—so far as can be seen. To all appearance he is a good man. To all appearance the equanimity of the man was unshaken.

To be sure—certainly, without doubt. He is, to be sure, a very honest man. To be sure, the girl is pretty.

Under cover of—being concealed by. The attack was made under cover of darkness.

With might and main—with all one's power or energy. He strove to do the work with all his might and main.

With impunity—without being punished. This rogue should not be allowed to go with impunity. None can break the laws of health with impunity.

5

Above-board—undisguisedly ; fair, open. What he did he did above-board. I have no patience with you. Why can't you be frank and above-board ?

All and sundry—each and all ; every one without exception. He took with him all and sundry articles that might be useful to him. He invited all and sundry of the village to dine at his house on the occasion of his daughter's marriage.

All attention—perfectly heedful. I was all attention while he was speaking.

All that—a collection of similar things. The school Supply & Co. sells books, paper, pencils and all that.

All told—all being counted ; counting all. I gave him Rs. 200 all told. Of these daring men, there were not more than 100 present all told.

Apart from—separately ; independently ; besides. He sat apart from the other boys. He lives apart from his father. Apart from all these qualities he has another.

As a matter of fact—As the fact is ; in reality. As a matter of fact, Columbus did not discover America.

As the case may be according to circumstances. He may stay or go away *as the case may be*. Students should write on the cover of their answer-books "First half" or "Second half" *as the case may be*.

At bottom—(at the bottom)—in reality: at heart. I believe him to be an honest man *at bottom*. He was *at the bottom* a very good-natured fellow. *At bottom* they all hated the man.

At the bottom of—at root of. He was *at the bottom of* the evil deed. Mirzafar was *at the bottom of* the conspiracy to overthrow Serajuddwalla.

At a deadlock—completely at a standstill. All business is at a *deadlock*. Internal affairs were simply at a *deadlock*.

At fault—puzzled, not to know what to do. It was his judgment that was *at fault*.

In fault—guilty; to blame. Who is *in fault*? The woman was as innocent as a lamb and her husband was *in fault*.

At full length—lying stretched out; fall flat. He was found lying *at full length*. He fell *at full length* on the floor and began to yell in a frightful manner.

At issue—(of persons) at variance, (of things) in dispute. On this point the Secretary was *at issue* with the leading members of the Committee. "Is this portrait a true one? That is the point *at issue*." "The question *at issue* was whether England had or had not a right to govern Ireland."

Avail one's self of—profit by; take advantage of. I have no mind to *avail myself of* the leave granted to me. Don't fail to *avail yourself of* the opportunity that has presented itself.

Be-all 'and end-all—the sole aim and object. To earn money is the *be-all and end-all* of his life.

Be that as it may—no matter if it is so. *Be that as it may*, his aim was noble.

Bear a resemblance—have a likeness to. The boy *bears* a great *resemblance* to his father.

Beside oneself—out of one's wits. They were *beside themselves* with joy when they heard the great news. At the death of his brother he was *beside himself* with grief.

Beside the mark—far away from the point. His remarks are quite *beside the mark*.

Betake oneself to—commit oneself to some course or means; have recourse to. The fox at last *betook himself* to craft to elude the dog. The man had no other alternative but to *betake himself* to begging.

Bid defiance to—defy; put oneself in opposition to. He *bade defiance* to his higher authority. Germany *hade defiance* to the combined forces of England and France.

Bid one's time—await best opportunity. He will *bide* his time till he gets some opportunity of taking noble revenge.

Black and blue—discoloured with bruise. The thief was beaten *black and blue*.

Break loose—cast off bounds. At last he *broke loose* from all restraints.

Bring home to—convict or convince of. I *brought home* to him what a grievous offence he had committed. The guilt (or charge) was *brought home* to the accused.

Bring to light—disclose, discover. The secret was at last *brought to light*. The enquiry has *brought to light* some startling facts. The conspiracy was at last *brought to light*.

By fair means or foul—by means honest or dishonest. No one should think that money must be earned *by fair means or foul*.

By fits and starts—spasmodically. If you read *by fits and starts*, you will make no progress.

By hook or by crook—by fair means or foul. He was determined to gain his object *by hook or by crook*.

By leaps and bounds—with startling, rapid progress. The prices of foodstuffs are going up *by leaps and bounds*.

- Call in question**—To doubt. Nobody can *call in question* his honesty.
- Call to mind**—to recollect. I cannot *call to mind* what he said the other day.
- Carry conviction**—to produce conviction. His speech *carried conviction* even to his opponents.
- Chalk out**—to lay down a course. I shall pursue the plan I have *chalked out*.
- Come to grief**—to be in trouble. If you do not mend your ways, you will *come to grief*.
- Come to a head**—to reach climax. At last the spirit of disaffection *came to a head*. The plot was discovered before it could *come to a head*.
- Come to one's self**—come to one's senses. On hearing of her husband's death she swooned away ; and it was long before she *came to herself*.
- Cry in the wilderness**—a cry which goes unheeded. To speak to these unfeeling men is *to cry in the wilderness*.
- Cut (or make) a figure**—He *cut a poor* (or brilliant) *figure* (produced such impression) 'in the debate. What a ridiculous *figure* he *cut* !
- Cut and dried (or dry)**—(of opinions) ready-made, prepared beforehand. The Government had no *cut and dried* scheme for combating famine. The secretary brought with him proposals *cut and dry*, which he wanted the committee to accept.
- Cut short**—to bring to a sudden close. The debate was *cut short* by the President. The poet was *cut short* (died) in the prime of his life.
- Fall flat**—to produce no effect. His speech *fell flat* on the audience.
- Fall a victim to**—(fall a prey to). Every day hundreds of people are *falling victims* to starvation. He *fell an easy prey to* temptation.
- Fall short of**—to be less than. The supply *fell short of* what we needed.
- Far from**—by no means ; instead of. His life seems to be *far from* happy. *Far from* helping each other,

they did each other all the harm that they possibly could.

Fight shy of—avoid, keep aloof from (person, undertaking). Debtors *fight shy of* creditors. If you be innocent, why do you *fight shy of* proving your innocence?

For aught I know—as far as I know. He is a very good man *for aught I know*.

For a song—very cheaply. I have bought (or sold) it *for a song*.

From time immemorial—from the time beyond one's memory. This custom of the Hindus has been in vogue *from time immemorial*.

Flesh and blood—human nature. This is more than *flesh and blood* can endure.

Follow suit—to repeat the action of some other person; follow an example. Mr. Chatterjee voted for the Government, and the other members of his party *followed suit*.

Gain ground—to progress, advance; to prevail. The enemy *gained ground*, but gained it inch by inch. A belief is *gaining ground* that the Japanese will not invade India.

Lose ground—decline. The belief in witchcraft is *losing ground* (becoming less powerful).

Give rise to—to produce, cause. The study of good books *gives rise to* pure thoughts in our mind. His death *gave rise to* suspicions.

Give vent to—express openly. You should not *give vent to* your angry feelings in this way. He *gave vent to* his indignation (sorrow, feeling).

Hard and fast—fixed. No *hard and fast* rules can possibly be laid down in all matters.

Have recourse to—adopt as expedient; resort to. At last he *had recourse to* begging. He was forced to *have recourse to* a series of expedients.

Heart and soul—enthusiastically. He threw himself, *heart and soul*, into the work. I am, *heart and soul*, in favour of female education.

Hit upon—to discover by chance. I have *hit upon* a new plan.

In demand—sought after. These things are greatly in *demand*.

On demand—as soon as the demand is made. I may give you some money payable *on demand*.

In straits—in difficult position, distress. He is now in great *straits* for money. Out of employment, I find myself in *great straits*.

In all conscience—assuredly. He is in *all conscience* plain and truthful.

In any case—whatever may happen. In *any case* you must not break your word.

In black and white—in writing or printing. Put it in *black and white*. When one's opinion is in *black and white* one cannot deny it.

In cold blood—without the excuse of heat or excitement. He was murdered in *cold blood*.

In compliance with—according to ; agreeably to (one's wish, request, proposal). In *compliance with* your request I send herewith a cheque for Rs. 100.

In conformity with or to—in accordance with. The proceeding against him was not in *conformity with* the laws. "His whole practice was in strict *conformity to his theory*."

In keeping with—in harmony with. His mode of living is not in *keeping with his position*.

In the light of—I speak in the *light of* facts.

Keep the peace—They were bound over by the Magistrate to *keep the peace* for two years.

Labour under—suffer from. He is *labouring under* a grave misapprehension.

Lay waste—to destroy. Napoleon *laid waste* some of the fairest provinces of Europe.

Lead astray—to draw into a long course. The courtiers did all they could to *lead* the young prince *astray*.

Make light of—treat anything as of little consequence ; treat with indifference. He made *light of* my

objections. Do not try to *make light of* the difficulty that faces me.

Run counter—to be opposed to. Your proposal *runs counter* to my interest.

Off and on—occasionally, at intervals. He comes to see me *off and on*. He had had fever *off and on* for a couple of years or so.

Off-hand—without study or thought or preparation. He can speak fluently *off-hand*. I cannot say anything *off-hand*.

On a par—on a level. His ignorance is *on a par* with his knavery.

On or under pain of—subject to punishment in case of violation of an order. Secret meetings were prohibited *on pain of* death. He was ordered to obey his superior officer *on pain of* dismissal.

Play false—to act treacherously or deceitfully. I shall be the last person to *play false* with you.

Play truant—to absent oneself from school. Those boys who always *play truant* can never learn anything.

Pull well with—to act in harmony with. The President of the Board is not *pulling well* with its members.

Put an end to—He *put an end* to his life by drowning himself.

Set at naught—to defy. The Headmaster punished those boys who had *set* his orders *at naught*.

Spare no pains—to do one's best. We have *spared* no pains to make the book useful to those for whom it is intended.

Stand one in good stead—to prove useful to one in need. Occasional help from friends *stood me in good stead*.

To the exclusion of—excluding. The father bequeathed his property to his youngest son to the exclusion of the others.

6

Between ourselves—(or between you and me)—confined to. The matter is *between ourselves*. *Between ourselves* (speaking confidentially), he is not a man to be trusted.

Burning question—a subject of interest causing widespread excitement. Rice is the *burning question* of the day.

Crying need—a most pressing necessity, requiring serious attention. The *crying need* of Bengal today is rice.

End in smoke—come to nothing ; be useless. All his efforts *ended in smoke*.

Explain away—modify, do away with, by explanation. It is impossible to *explain away* these inconsistencies. These facts are too patent to be *explained away*.

Give oneself airs—pretend to be. He *gives himself the airs* of a rich man.

Hair-breadth escape—a very narrow escape. He had a *hair-breadth escape* from the railway collision the other day.

High time—quite time. Evening is approaching, it is *high time* for us to start for home.

High words—angry words. *High words* were exchanged and words were followed quickly by blows.

Hold water—be sound. Your argument does not *hold water*.

Hole-and-corner—secret, underhand. I do not like a *hole-and-corner* policy. "It was a rather strange procedure that so many prisoners were condemned after a *hole-and-corner* trial."

Hope against hope—He *hoped against hope* that some change might turn up in his favour.

Host in oneself—equal to a great many persons. The Prince was a *host in himself* against the French.

Hue and cry—The villagers raised *hue and cry* at sight of the robbers.

Ins and outs—full details. I know the *ins and outs* of the whole affair.

In season and out of season—at all times. *In season and out of season* he comes and asks me for money.

Keep house—maintain or manage household affairs. Girls should be taught to *keep house*.

Keep the house—to remain indoors. The doctor has advised him to *keep the house*. He has *kept the house* for fear of his creditors.

Length and breadth—the whole extent. Meetings were held throughout the *length and breadth* of the country.

Long and short—the substance. The *long and short* of the story is this.

Lose heart—lose courage. He was a brave man and never *lost heart* in peril.

Lose one's head—When a danger befalls a weak-minded man, he *loses his head* and cannot find out any means of escape.

Lose sight of—cease to see ; fail to keep in mind. While pursuing an ordinary avocation of life and doing all he could to better his position, he never *lost sight* of the great aim of his life.

Maiden speech—The first speech of a new member. He delivered his *maiden speech* in the Assembly against the Secondary Education Bill.

Make the most of (make the best of)—turn to the best advantage. *Make the most of* your time.

Muster strong—come in a large body. The citizens of Calcutta *mustered strong* to welcome Mahatma Gandhi.

Pave the way for—prepare the way for. Clive's victory at the battle of Plassey *paved the way* for the establishment of British supremacy in India.

Right and left—all whom one meets ; on all hands. The police began to strike people *right and left*.

Root and branch—completely ; thoroughly. "The rumour spread that the fanatics were coming over to destroy the Catholics *root and branch*." The present system is to be changed *root and branch*.

Scot-free—unpunished, safe. The real culprit has gone *scot-free*.

Take air—become public. The secret has *taken air*. "The French were so dilatory in their preparations that their design *took air*."

Take the air—walk for the purpose of breathing open air. 'I use exercise and *take the air* in the park.' Let us *take the air* by the river-side.

Take one to task—reprimand (one). The teacher *took the boy to task* for his bad conduct.

To the core—throughout. The department is rotten *to the core*. The Indian army is staunch *to the core*.

To the letter—literally and strictly ; exactly. "The King's promise was observed *to the letter*." His prophecy was fulfilled *to the letter*.

Under lock and key—securely locked up. He kept the document *under lock and key*.

Up and doing—active. "Let us be *up and doing* with a heart for any fate."

Worth while—(or worth one's while) worth the time spent ; worth expense. It is not *worth while* to go to law for small debts.

Take heart—feel encouraged. He *took heart* and faced the danger bravely.

Take to heart—to be much affected. He *took* his mother's death *to heart*. He did sorely *take to heart* this unworthy conduct of his friend. He *took* your remark very much *to heart*.

7

Add fuel to the flame—serve to increase excitement or fury. Aurangzeb's efforts to entrap Shivajee only *added fuel to the flame*.

At daggers drawn—in bitter enmity. The two parties are always *at daggers drawn*.

At home—(i) feel easy and comfortable. I feel quite *at home* here. (ii) be thoroughly conversant with. A man must not attempt to teach any subject unless he himself is *at home* in it.

Bear the brunt of—endure the shock of. The Rajputs could not *bear the brunt of* the Moghul attack.

Bed of roses—a very comfortable situation. Life is not a *bed of roses*.

Beggar description—be beyond the power of describing adequately. The horrors of war *beggar* (baffle) *description*. The sunset at Darjeeling is so glorious as to *beggar description*.

Bid fair to—be likely to. He *bids fair to* become one day the foremost man of the country.

Blow one's own trumpet—praise oneself; boast of one's own doings. Those who *blow their own trumpets* are hated by all good men.

Bolt from the blue—a sudden and unexpected disaster. The news of his death came upon us like a *bolt from the blue*.

Bone of contention—what is being fought for. "Afghanistan may remain for sometime the *bone of contention* between England and Russia." The ancestral house proved to be the *bone of contention* among the brothers.

Break the ice—make a beginning. The whole company was silent for a while; at last one of them *broke the ice* by making an observation on a current topic.

Carry fire and sword into—destroy. Nadir Shah carried *fire and sword into* all the places that he traversed.

Catch a Tartar—have to deal with too troublesome an opponent. I soon discovered that there was no hope of my victory; in fact, I had *caught a Tartar*.

Do yeoman's service—to do substantial work. The Ramkrishna Mission is *doing yeoman's service* in the cause of suffering humanity.

Fan the flame—to aggravate an evil. In his attempts to crush the anarchical movement the Czar only *fanned the flame*.

Give effect to—to carry out in practice. I shall try to *give effect to* the plan suggested by you.

Go through fire and water—to pass through difficulties. A true friend will go *through fire and water* for his friend's sake.

Hand and glove with (hand in glove)—very intimate with. These two boys are *hand and glove with* each other.

Head and shoulders—very much. In physical strength he is *head and shoulders* above his friends.

In the same breath—at the same time. Mothers scold and forgive their children *in the same breath*.

Keep body and soul together—to sustain life. There are millions of Indians who with their small income can hardly *keep body and soul together*.

Keep up appearances—to maintain an external show. There are people who often live in a decent style simply to *keep up appearances*.

Kith and kin—acquaintance and kinsfolk. His *kith and kin* have deserted him in his adversity.

Leave no stone unturned—to make every possible effort. The police *left no stone unturned* to discover the real culprit.

Leave one in the lurch—to desert (an associate) in difficulties. When the bear came near, he climbed up a tree *leaving his friend in the lurch*.

Loaves and fishes—personal profit as opposed to motives for public service. There are politicians who instead of doing real service to the country care only for *loaves and fishes*.

Make a clean breast of anything—to make a complete confession. When he was summoned to give evidence, he *made a clean breast of the whole affair*.

Move heaven and earth—to make every possible effort. We will *move heaven and earth* until we have succeeded in having our grievances redressed.

Neck and crop—bodily. He was turned *neck and crop* out of doors.

Nip in the bud—to destroy at the commencement of growth. All my bright hopes were *nipped in the bud* by the sudden death of my patron. It is best to *nip vice in the bud*.

Nook and corner—I searched for the missing letter at every *nook and corner* (i. e. everywhere.)

Null and void—of no force, invalid. The judge pronounced the will *null and void*.

Odds and ends—stray articles ; remnants. The woman used to go about the country with a basket of *odds and ends*—buttons, laces, wools and such like things. Try to make the best use of the *odds and ends* of your time.

On the spur of the moment—under the influence of a sudden impulse. He struck a man *on the head on the spur of the moment*.

Out of sorts—slightly unwell. I am *out of sorts* at present and cannot write.

Over head and ears—deeply. He is *over head and ears* in debts.

Part and parcel—inseparable from. This plot of land is *part and parcel* of the building itself.

8

Against a rainy day—for a future emergency. We should all provide *against a rainy day*. They live within their means and lay something by *against a rainy day*.

At a discount—below nominal price ; depreciated. Stocks were sold *at a discount*. Female education is still *at a discount* in some provinces of India.

Bad blood—ill feeling. He tried to create *bad blood* between the two brothers.

Bring into play—to cause to act or operate. This struggle *brought into play* all his exceptional (unusual) abilities.

Cast into the shade—eclipse. The fame of the father has been *cast into the shade* by that of the son.

Change colour—to turn pale from fear or shame. The man *changed colour* when he saw the police.

Drop a veil over—to conceal anything from view or sight. Some Govt. officers would like to *drop a veil over* the miseries of famine-stricken people.

Gird up one's loins—to prepare for action. *Gird up your loins* and fight against the enemy. The Republic *girded up its loins* anew for the conflict.

Give colour to—He showed a decided leaning towards the party, and his speech at the meeting *gave colour to* this view.

Give (or show) quarters—to show mercy. The Sepoys were so exasperated that they would not *give quarters* even to women and children.

Hang fire—to be slow in taking effect. I hope the work of repairing the house will not *hang fire* any more. The Secondary Education Bill has been *hanging fire* for some years.

Live fast—to lead a life of dissipation. He *lived fast* and soon squandered a vast fortune and ruined a fine constitution.

Make amends—to give adequate compensation. He *made ample amends for* the harm done to his neighbour.

Make neither head nor tail of—not to understand at all. I could *make neither head nor tail of* what he said.

(A) **Man of straw**—one having no character or influence. He was a *man of straw* and none would pay heed to what he said. Nobody cares for the threats of a *man of straw* like you.

Palmy days—prosperous happy days. In the palmy days of the Moghul Empire arts and industries flourished to a great extent.

Play ducks and drakes with—squander. He *played ducks and drakes with* his father's money.

Red-letter day—An auspicious, fortunate day. The day on which the University of Calcutta was founded is a *red letter day* in the history of education in Bengal.

Read between the lines—find implications of more than is expressed. "It is necessary to *read between the lines* to ascertain the true meaning of this declaration of policy."

Reflect credit on—to be creditable to. This composition *reflects great credit on* the writer.

Ride rough-shod over—treat harshly. I cannot tolerate it that he will *ride rough-shod over* us.

Rise to the occasion—to be equal to an emergency. During the recent famine the whole country *rose to the occasion* and did everything in its power to relieve the distress of the suffering people.

Rob Peter to pay Paul—to take, by force, a thing from a person and give it away to another. When a zeminder extorts money from his tenants and spends it on charities, he is simply *robbing Peter to pay Paul*.

(The) **Salt of the earth**—Those whose influence keeps society wholesome. Sages and philosophers are *the salt of the earth*.

Skin and bone—very thin. Malaria has left him *skin and bone*.

Pros and cons—arguments for or against. I have weighed the *pros and cons* of the question and have now come to a final decision.

Steer clear of—avoid contact with. "He endeavoured to *steer clear of both extremes*." The helmsman steered the boat clear of rocks and shoals.

Tooth and nail—with utmost effort; strenuously. We shall oppose him *tooth and nail*. I shall fight for my rights *tooth and nail*.

Tremble (or hang) in the balance—to be in a state of great uncertainty. The fate of the prisoner is *trembling in the balance*.

(The) Three R's—reading, writing and arithmetic. "Here the farmer's boys were taught the *three R's* by the clergyman of the parish." "I am not disposed to quarrel with those who insist that the *three R's* must be forced on everybody."

Ups and downs—changes of fortune. I have had many *ups and downs* in life.

Wear and tear—damage sustained as a result of ordinary use. "In charging for these job works we must take into our consideration the wear and tear of the Press and the types." The Pyramids of Egypt have stood the *wear and tear* of centuries.

(The) Why and wherefore—reason. I do not know the *why and wherefore* of his present attitude.

IX. THE TRANSFORMATION OF SENTENCES

1. Interchange of Active and Passive Voices

(a) From Active to Passive

- (1) Act. Whom do you speak of?
Pas. Who is spoken of by you?
- (2) Act. Wild flowers have grown over the field.
Pas. The field has been overgrown with wild flowers.
- (3) Act. Many went to see the hanging of the murderer.
Pas. Many went to see the murderer being hanged.

- (4) Act. It is necessary to call in the doctor at once.
 Pas. It is necessary for the doctor to be called in at once.
- (5) Act. Tell him to leave the place at once.
 Pas. Let him be told to leave the place at once.

(b) *From Passive to Active*

- (1) Pas. This is too good to be expected.
 Act. This is too good for us to expect.
- (2) Pas. What cannot be cured must be endured.
 Act. We must endure what we cannot cure.
- (3) Pas. He was plucked in the examination.
 Act. The examiner plucked him.
- (4) Pas. I was compelled to go.
 Act. Circumstances compelled me to go.

II. Interchange of Exclamatory and Assertive Sentences

(a) *From Assertive to Exclamatory.*

- (1) As. A vast number of pilgrims go to Benares.
 Ex. What a vast number of pilgrims go to Benares !
- (2) As. A little knowledge is a dangerous thing.
 Ex. What a dangerous thing a little knowledge is !
- (3) As. I wish I had the wings of a dove.
 Ex. O that I had the wings of a dove !
- (4) As. I should very much like to see my native land again.
 Ex. O that I should see my native land again !
- (5) As. I cry shame upon your cowardice.
 Ex. Shame upon your cowardice !

(b) *From Exclamatory to Assertive.*

- (1) Ex. What a beautiful sunset !
 As. This is indeed a most beautiful sunset.
- (2) Ex. How piteous is the cry of starving people !
 As. The cry of starving people is extremely piteous.
- (3) Ex. O that those lips had language !
 As. I wish that those lips had language.
- (4) Ex. Death before dishonour.
 As. I prefer death to dishonour !
- (5) Ex. God bless you !
 As. I pray that God may bless you,

III. Interchange of Interrogative and Assertive Sentences.

(a) From Assertive to Interrogative.

- (1) As. Virtue is its own reward.
In. Is not virtue its own reward ?
- (2) As. No one ever saw such a beautiful sight.
In. Did any one ever see such a beautiful sight ?
- (3) As. No man of sense will ever do so.
In. Will any man of sense ever do so ?

(b) From Interrogative to Assertive.

- (1) In. O Solitude ! Where are thy charms ?
As. O Solitude ! I do not perceive thy charms.
- (2) In. O Death ! Where is thy sting ?
As. O Death ! Thy sting is taken from thee.
- (3) In. Who is so base that would not die for his country ?
As. There is no one so base that would not die etc.

IV. Interchange of Affirmative and Negative Sentences.

(a) From Affirmative to Negative.

- (1) Aff. Only Jadu came.
Neg. No one came except Jadu.
- (2) Aff. I had to go there.
Neg. I could not but go there.
- (3) Aff. Every one wishes to be happy.
Neg. There is no one who does not wish to be happy.
- (4) Aff. Your son is a boy of intelligence.
Neg. Your son is a boy of no ordinary intelligence.
- (5) Aff. It always rains when it rains.
Neg. It never rains but it pours.

(b) From Negative to Affirmative.

- (1) Neg. I am not blind to my own defects.
Aff. I am conscious of my own defects.
- (2) Neg. His merits must not be overlooked.
Aff. His merits must be recognised.
- (3) Neg. His services cannot be forgotten.
Aff. His services have been too great to be forgotten.

- (4) Neg. I have no one to look after me but my father.
 Aff. I have only my father to look after me.
- (5) Neg. No one will grudge him a holiday.
 Aff. Everybody will gladly give him a holiday.
- (6) Neg. Never will I revisit my native land.
 Aff. I have seen my native land for the last time.

V. Interchange of degrees of comparison.

- (1) Com. You are more intelligent than your brother.
 Pos. Your brother is not so intelligent as you are.
- (2) Com. You are in no respect superior to him.
 Pos. He is in every respect equal to you.
- (3) Com. It is easier to imagine the scene than to describe it.
 Pos. To describe the scene is not so easy as to imagine it.
- (4) Sup. Lord Ripon was the most popular of Indian Viceroys.
 Com. Lord Ripon was more popular than all other Indian Viceroys.
 Pos. No other Indian Viceroy was so popular as Lord Ripon.
- (5) Pos. Platinum is as heavy as gold.
 Com. Gold is not heavier than platinum.
- (6) Sup. Gold is one of the heaviest of metals.
 Com. Gold is heavier than most other metals.
 Pos. Very few metals are as heavy as gold.

VI. Conversion of Simple Sentences into Complex and Vice Versa.

(a) From Simple into Complex.

- (1) Sim. The king demanded surrender of the city.
 Com. The king demanded that the city should surrender.
- (2) Sim. The manner of his escape is unknown.
 Com. How he escaped is unknown.
- (3) Sim. Your offence is unpardonable.
 Com. Your offence is such as cannot be pardoned.
- (4) Sim. Your explanation cannot be true.

Com. The explanation which you have given cannot be true.

(5) Sim. You must not leave the class without permission.

Com. You must not leave the class unless you get permission.

(b) *From Complex into Simple.*

(1) Com. You must admit that your conduct was improper.

Sim. You must admit your conduct to have been improper.

(2) Com. He desired I would see him immediately.

Sim. He desired me to see him immediately.

(3) Com. Although he repeatedly failed he was not disheartened.

Sim. In spite of repeated failures he was not disheartened.

(4) Com. When the General was killed, the soldiers fled.

Sim. The General being killed, the soldiers fled.

(5) Com. If you had not helped me I would have failed in the enterprise.

Sim. But for your help I would have failed in the enterprise.

VII. Miscellaneous

Q. 1. Express the meaning of (a) in a compound sentence, of (b) in a complex sentence, of (c) and (d) in simple sentences :—

(a) All but John had lost their money.

(b) All but for John had lost their money.

(c) He disliked the fruit as it was sweet.

(d) He disliked the fruit sweet as it was.

Ans. (a) All had lost their money but John did not.

(b) Had it not been for John, all would have lost their money.

(c) He disliked the fruit because of its sweetness.

(d) He disliked the fruit in spite of its sweetness.

Q. 2. Change as directed :—

- A. When the general informed the king that his troops had won a great victory, he ordered universal rejoicings. (*Use the passive throughout*).
- B. His ability was such that all the citizens turned to him in their perplexity. (*Make the principal clause the subordinate clause*).
- C. You are already as well acquainted with these affairs as I am. (*Use known for acquainted*).

Ans. A. When the king was informed by the General that a great victory had been won by his troops universal rejoicings were ordered by him.

B. As he was very able, all the citizens etc.

C. These affairs are already as well known to you as to me.

Q. 3. Express the following in two ways, using (A) the noun form and (B) the adjective form of *presume* :—He presumes to question my authority.

Ans. A. He has the presumption to question etc.

B. He is presumptuous enough to question etc.

Q. 4. Reconstruct the following sentences, according to the bracketed instructions :—

- A. He is so headstrong that he will not take advice. (*Use too for so*).
- B. I last saw him a month ago. (*Change a month ago into for a month*).
- C. It is better to live in the country than to live in town. (*Use preferable in place of better*).

Ans. (a) He is too headstrong to take advice.

(b) I have not seen him for a month.

(c) To live in the country is preferable to living in town.

Q. 5. Express the phrase common to each of the following sentences, in a clause :—

- (a) Deprived of her naval supremacy, England was yet able to maintain the war.
- (b) Deprived of her naval supremacy, England was not able to maintain the war.
- (c) Deprived of her naval supremacy, England will not be able to maintain the war.

- s. (a) Though England was deprived etc.
 (b) As England was deprived etc.
 (c) If England be deprived etc.

X. SYNTHESIS OF SENTENCES

Synthesis is the process of combining a number of simple sentences into a single sentence—Simple, Complex or Compound.

1. To combine two or more simple sentences into one single sentence.

(a) By Using a Participle.

1. I saw the sunshine, I threw open the window.
 —Seeing the sunshine, I threw open the window.

2. The elephants began to swim. They held up their trunks.—The elephants began to swim *holding up* their trunks.

3. The woman had finished her household work. She went to bathe in the river.—*Having* finished her household work, the woman went to bathe in the river.

(b) By using an Absolute Phrase.

1. The father died. The sons quarrelled among themselves.—*The father having died*, the sons quarrelled among themselves.

2. The weather was fine. I went out for a walk.
 —*The weather being fine*, I went out for a walk.

3. Night approaches. Birds repair to their nests.
 —*Night approaching*, birds repair to their nests.

(c) By using a Noun or a Phrase in Apposition.

1. His uncle was a millionaire. He sent him to England for his education.—His uncle, *a millionaire*, sent him to England for his education.

2. Tagore's most famous work is the *Gitanjali*. It is a collection of short poems.—*The Gitanjali*, Tagore's most famous work, is a collection of short poems.

(d) By using a Preposition with a Noun or Gerund.

1. He did not succeed. He had made every effort
 —*With all his efforts*, he did not succeed.

2. The Magistrate got information from the public. He went to the place of occurrence.—On getting information from the public, the Magistrate went to the place of occurrence.

3. He is very rich. He is still discontented.—For all his riches, he is still discontented.

4. The tiger killed all the cows. He then devoured the cow-boy too.—The tiger, after killing all the cows, devoured the cow-boy too.

5. He is seriously ill. So at least he appears to be.—To all appearance he is seriously ill.

6. He made a promise, he kept it, also.—Besides making a promise, he kept it.

7. We were much surprised. He had entirely deceived us.—To our great surprise he had entirely deceived us.

8. He alighted from the train. He fell over a bag on the platform.—In alighting from the train he fell over a bag on the platform.

9. You helped me. Otherwise I should have been drowned.—But for your help I should have been drowned.

10. We were defeated. We were much disappointed at this.—Greatly to our disappointment, we were defeated.

11. I like a book of travels. I do not like a novel or work of fiction so well.—I like a book of travels in preference to a novel or work of fiction.

(e) By using an Infinitive.

1. Men cross deserts by camels. There is no other way.—The only way to cross a desert is by camels.

2. Napoleon was one of the greatest of generals. This is universally acknowledged.—Napoleon is universally acknowledged to be one of the greatest of generals.

3. The child grew worse every day. The parents were therefore grieved.—The parents were grieved to see the child grow worse every day.

4. We must finish this exercise. There are still three sentences.—We have still three sentences of the exercise to finish.

5. The bank suddenly broke. Matters were thus made worse.—To make matters worse, the bank suddenly broke.

6. He lifted a load weighing about a maund. He must have been strong.—He was strong enough to lift a load weighing about a maund.

7. Your cousin had not much industry. He could not therefore win the prize. He could not even keep his place in the class.—Your cousin had not enough industry to win a prize or even to keep his place in the class.

(f) By using an Adverb or Adverbial Phrase

1. He was not at the meeting. His absence was unavoidable.—He was *unavoidably* absent from the meeting.

2. He kicked the goal-keeper. It was his intention to do so.—He *intentionally* kicked the goal-keeper.

3. The sun set. The boys had not finished the game.—The boys had not finished the game *by sunset*.

4. He persevered. He was not deterred by obstacles.—He *persevered despite obstacles*.

Study the following examples :—

1. King Canute was arrayed in his royal robes. He was attended by his courtiers. He walked to the sea-shore. He took his seat upon a chair. The chair was previously placed there for his reception.

King Canute arrayed in his royal robes and attended by his courtiers, walked to the sea-shore to take his seat upon a chair previously placed there for his reception.

2. The tide came up. It threatened to wash away the chair. That chair was occupied by the king. It forced the king to get up and go. In this way it proved the courtiers to be a pack of dishonest flatterers.

The tide having come up, and threatening to wash away the chair occupied by the king, forced the king to

get up and go, thereby proving the courtiers to be a pack of dishonest flatterers.

3. They walked together for more than a mile through the forest. They maintained a perfect silence to the end. Their minds were engrossed with the thought of the approaching conflict.

In walking together for more than a mile through the forest they maintained a perfect silence to the end, their minds being engrossed with the thought of the approaching conflict.

4. Julius Cæsar entered the senate house. His mind was tranquil as usual. The senators went in immediately behind him. They were determined to assassinate him.

Julius Cæsar entered the senate house with his mind as tranquil as usual, immediately followed by the senators determined to assassinate him.

5. Cromwell assumed the powers of a king. He had once been a private gentleman. Next he was a popular leader in the Long Parliament. Then he was the Commander of the Parliamentary forces. Finally he was called Protector.

Cromwell, once a private gentleman, next a popular leader of the Long Parliament, then the commander of the Parliamentary forces, finally assumed the powers of a king under the title of Protector.

6. Francis Bacon was Lord High Chancellor of England. He wrote many learned books. He devised a new system of Logic. He has nevertheless been accused of doing many things unworthy of his high position.

Francis Bacon, Lord High Chancellor of England, the author of many learned books, and deviser of a new system of Logic, has nevertheless been accused of doing many things unworthy of his high position.

7. Henry was fond of his children: This was one strong point in his character. His fondness for learning was another strong point. In other respects his character was devoid of any commendable qualities

But for two strong points,—the love of his children and fondness for learning,—the character of Henry was devoid of any commendable qualities,

8. There were 300 persons on board. Only one escaped. All the rest went down with the ship. One of the men drowned was Fitzstephen. He was captain of the ship. The man who escaped was a butcher of Rouen.

Out of the 300 persons on board, only one, namely a butcher of Rouen, escaped, all the rest having gone down with the ship,—among them Fitzstephen, the captain.

II. To combine two or more simple sentences into a single complex sentence.

(a) The Noun-clause

1. Columbus made an egg stand on its end. I will show you his method—I will show you *how Columbus made an egg stand on its end*.

2. A certain number of the enemy escaped. We do not know this number.—We do not know *how many of the enemy escaped*.

3. He has passed in the first division. The news has given us much pleasure.—The news *that he has passed in the first division* has given us much pleasure.

4. He was innocent. That was the verdict of the judge.—The verdict of the judge was *that he was innocent*.

5. She is a little lean and thin. Otherwise she is beautiful to look at.—Except *that she is a little lean and thin* she is beautiful to look at.

(b) The Adjective clause

1. A fox once met a lion. The fox had never seen a lion before.—A fox *who had never seen a lion before* met him.

2. The time was six o'clock. The accident happened then.—The time *when the accident happened* was six o'clock.

3. I have seen this man somewhere before. I cannot remember the place.—I cannot remember the place *where I have seen this man before*.

(c) The Adverb clause

1. We may sail tomorrow. It depends on the weather.—*If weather permits*, we may sail tomorrow.

2. You are intelligent. He is equally intelligent.—
He is as intelligent *as you are*.

3. The nurse must be very tired. She had no sleep last night.—The nurse, *who (=as she) had no sleep last night* must be very tired.

4. He grew weaker and weaker. He died.—He grew weaker and weaker *till he died*.

5. He found out his mistake. He was then very sorry.
—He was very sorry *when he found out his mistake*.

Study the following examples :—

1. I gave the man the same instructions again and again. I wished him to avoid making mistakes. Mistakes at such a time might be fatal.

I gave the man the same instructions again and again, so that he might avoid making mistakes, which at such a time might be fatal.

2. A bachelor may be surrounded with all sorts of luxuries. In spite of that he will always find his happiness incomplete. He must have a wife and children.

With whatever luxuries a bachelor may be surrounded he will always find his happiness incomplete, unless he has a wife and children.

3. He was armed with a coat of mail. Hence the blows of assailants had no effect. The blows fell thickly upon him.

Though the blows of his assailants fell thickly upon him, they had no effect, as he was armed with a coat of mail.

4. I left him to his fate. He persisted in refusing help. I offered him help on all occasions. On such occasions he needed it.

I left him to his fate, as he persisted in refusing the help which I offered him whenever he needed it.

5. The lion was once king of the beasts of the forest. At last he became weak from old age. He was unable to obtain food. He felt that he would soon die of hunger.

The lion who was once king of the beasts of the forest having at last become weak from old age and being

able to obtain food, felt that he would soon die of hunger.

III. To combine two or more Simple sentences into a single Compound sentence.

(a) By using co-ordinating conjunctions.

1. He failed. He persevered.
He failed ; nevertheless he persevered.
2. He was all right. He was fatigued.
He was all right ; only he was fatigued.
3. He was obstinate. He was punished.
He was obstinate ; therefore he was punished.
4. At the sight of a cat the mouse runs into the hole.
The mouse fears the cat—At the sight of a cat the mouse runs into its hole ; for it fears the cat.
5. The cat is meek. The cat is silent. The cat is sly. The cat is cruel.—The cat is meek and silent but sly and cruel.
6. It may be a rope. It may be a snake. It must be one of them.—It is either a rope or a snake.

(b) By using some Relative Pronoun or Adverb in a continuative sense.

1. I put many questions to Ram. He could not answer any of them.—I put many questions to Ram, who (=and he) could not answer any of them.
2. The sheep was skinned alive. This was a very cruel act.—The sheep was skinned alive, which (=and this) was a very cruel act.
3. I went to his house. I did not find him there.—I went to his house, where (=and there) I did not find him.
4. I was going along the street. I met a lame man then. He begged me for some pice.—I was going along the street, when (=and then) I met a lame man, who (=and he) begged me for some pice.

Study the following Examples :—

1. I was not the only person to hear this strange story. You heard it. You believed it to be true. I did not believe it.

Not only I, but you also heard this strange story ; moreover, you believed it to be true, while I did not.

2. A brave and honest man will speak out. He will not be afraid of the consequences. A timid man will keep silent at the time of danger. He will tell falsehood. He is afraid of some harm coming to him.

A brave and honest man will speak out without being afraid of the consequences, while a timid man will keep silent at the time of danger, or will even tell falsehood for fear of some harm coming to him.

3. I was thus musing, I cast my eyes towards the summit of a rock. The rock was not far from me. I discovered a person on the rock. He was in the habit of a shepherd. He was in reality a being of superior nature.

While thus musing, I cast my eyes towards the summit of a rock not far from me where I discovered a person who, though in the habit of a shepherd, was in reality a being of superior nature.

4. The train arrived at the station. A man sprang out of one of the carriages. He sprang upon the platform. His clothes were torn. They were also bespattered with blood. Two policemen were on the platform. They supposed the man guilty of murder. They arrested him.

When the train arrived at the station a man with his clothes torn and bespattered with blood sprang out of one of the carriages upon the platform where two policemen arrested him supposing him guilty of murder.

XI. COMMON ERRORS WITH CORRECTIONS

Number of Nouns

(In. = incorrect. Cor. = correct.)

1. In. I have bought six dozens of knives and five pairs of shoes. Cor. Six dozen knives and five pair of shoes.

2. In. I have bought some dozen knives and some score eggs. Cor. Some dozens of knives and some scores of eggs.

Note :—When *some* (but not *several* or *many*) precedes the words *dozen* and *score*, they take *plural* forms.

3. In. All the other means has failed. Cor.....have failed.

4. In. My means is greatly reduced. Cor.....are greatly reduced.

Note :—*Means* is both singular and plural. In the first sentence it is used in the plural sense ; hence the verb is plural. But *means*, in the sense of *income*, is always plural ; hence in the second sentence the verb is plural.

5. In. Either of the two apparatuses will do. Cor...
...two apparatus (does not take a plural form).

6. In. A number of books is missing. Cor. A number of books *are* missing.

Note :—"A number of books" conveys an idea of plurality ; hence the verb is plural.

7. In. The number of books in this library are small. Cor.....is small.

Note :—Here we speak of the *number* and not of the group of words "the number of books." Therefore, *number* is the subject, and *number* being a collective noun the verb is singular.

8. In. "The greater part of those assembled was invited to remain." Cor.....were invited to remain.

9. In. The rest of the goods was returned. Cor...
...were returned.

Note :—When '*half*', '*part*', '*rest*' refer to plural nouns, they are plural, and hence require *plural* verbs.

10. In. Fifty heads of cattle are grazing in the field. Cor. Fifty head of cattle etc.

11. In. The house is built of bricks. The house is out of repairs. I have ordered some machineries in Germany. Cor.....built of brick. Out of repair. Some machinery.

12. In. The sceneries of Kashmir are very beautiful. I have disposed of my furnitures. I learnt the alphabets at the age of six. Cor. The scenery of Kashmir is very beautiful. My furniture. The alphabet.

13. The second of our three counsels was the best. Cor. Three counsel.

Note :—*Counsel* when it means a legal adviser does not take a plural form.

The Article and its uses

1. In. "The pen and ink are here." Cor. "The pen and ink is here."

2. In. "The bread and butter are on the table." Cor.....is on the table.

Note :—"When two or more nouns following each other do not denote the same thing, but are so closely associated in thought that they may be considered as forming a whole, the article is placed before the *first noun* only, and a *singular verb* may be used."

3. In. The pen and ink is both here. Cor.....are both here.

4. In. The bread and the butter is both on the table. Cor...are both on the table.

Note :—"If, however, for the sake of emphasis, the *article is repeated before each noun* then a *plural verb* must be used."

5. In. The first and the second chapters of the book are very interesting. Cor. The first and second (not 'the') chapters etc.

6. In. The Century and the Standard Dictionaries are authoritative. Cor. The Century and Standard (not 'the') Dictionaries etc.

Note :—When a plural noun is modified by two or more adjectives, only *one article* must be used and that is placed before the first adjective only.

The peculiar uses of 'the'

1. In. Reverend Mr. Brown and honourable gentleman, Cor. The reverend...the...gentleman,

2. In. by hundred, by dozen. Cor. by the hundred, by the dozen.

Note :—"The" is used before words denoting number.

3. In. By the hundreds of thousands, by the dozens. Cor. Here "the" should be omitted because of plural forms of nouns.

Omission of Articles

1. In. Ram Babu, the Headmaster of this school is popular. Sir Ashutosh Mukherjee, the Vice-chancellor, Calcutta University had a versatile genius. Cor. 'The' should be omitted. No article is used before a noun in apposition used as a rank or office.

2. In. Ram, brother of Sham, came here yesterday. Cor....the brother of Sham, etc.

Note :—Here 'brother' does not denote an office, rank or title. Hence the definite Article is used here.

3. In. He is the Secretary of this school. He has been appointed the Headmaster of this school. He was elected the President of the Committee. He was made the king. Cor. No article is used before nouns after the verb *to be* and also before nouns after the verbs *mark*, *elect*, *appoint*.

4. In. Sir Ashutosh Mukherjee was Vice-Chancellor of the Calcutta University. He lived on the Russa Road. Cor.....of Calcutta University. He lived at Russa Road.

Note :—"Calcutta University" and "Russa Road" are both proper nouns. Hence 'the' should be omitted.

5. In. The horses are useful animals. Cor. Horses are etc.

Adjectives.

Another, the other, the others.

1. In. This pen is bad, give me other pen. Cor. ...give me another.

2. In. Of the two books you have returned one, please send another book tomorrow, Cor...send the other.

3. In. "Whosoever shall smite on thy right cheek, turn to him another cheek also." Cor..., "the other also."

4. In. Of the five men sent to the hospital, one has died, another four have recovered. Cor.and the others have recovered.

Note :—(i) Another = one more. (ii) The other = the remaining one of two. (iii) The others = the remaining ones of more than two.

Adjective : Comparison

1. In. Who is more intelligent, Hari or Jadu? Cor.....the more intelligent, etc.

2. In. The smaller of the two birds is prettier. Cor...is the prettier.

3. In. "This class contains many clever boys of whom Ram is by far the cleverer. Cor.....by far the cleverest.

Other after positive and comparative degrees

1. In. She is more intelligent than all the girls of her class. Cor...all the other girls etc.

2. In. Iron is more useful than any metal. Cor.....any other metal.

3. In. More rain has fallen in this than any month of the present year. Cor.....any other month etc.

4. In. This horse, like every horse, is a sagacious animal. Cor...like every other horse etc.

5. In. Ram is as clever as any man in the village. Cor...any other man etc.

Note :—When one thing is compared with another of the same kind or class, 'other' should be used after an adjective in the positive or the comparative degree.

6. In. Ram is the most intelligent of all other boys of his class. Cor.....all the boys etc.

Note :—But 'other' must not be used after adjectives in the superlative degree.

7. In. Socrates was one of the learned and the wisest men of Greece. Cor.....the most learned and wisest (not 'the') men of Greece.

8. In. Shakespeare is greater than all other Indian poets. Cor.....all the Indian poets.

Note :—It is wrong to use 'other' even after the positive or the comparative degree when the things compared are *not of the same kind or class*. If you say all other Indian poets, that would mean that Shakespeare also is an Indian poet. Hence in this case 'other' should be omitted. Similarly, we cannot say Shakespeare is greater than all the English poets or any English poet ; because Shakespeare is himself an Englishman, one of the class with which he is compared, and cannot therefore be greater than himself. So we should say "all the other English poets" or "any other English poet".

The Uses of the Tenses

1. In. He has died last year. Cor. He died last year.
2. In. He is away from home since then. Cor. He has been away from home since then.

3. He is long known to me. Cor. He has long been known to me.

4. In. He is reading this book from morning. Cor. He has been reading.....since morning.

5. In. I got the book I lost. Cor.....I had lost.

6. In. But for your help, I could not appear in the examination. Cor...I could not have appeared etc.

7. In. You would have done well to come here. Cor.....to have come here.

8. In. He has not done well not to go there. Cor. ...not to have gone there.

9. In. Do you remember to see him ? Cor.....to have seen him ?

10. In. He said that if that be the case they certainly should not go. Cor... ..if that were the case etc.

Am to, have to

1. In. Soldiers are to obey the commands of their generals. Cor...have to obey etc.

2. In. In war people are to pay taxes. Cor....., have to pay taxes,

Note :—"Have to" denotes compulsion or any kind of necessity of doing something. "Am to" denotes previous arrangement ; as, I am to go there=It is arranged that I shall go there.

Participle Phrase

1. In. Walking along the street my hat was blown off. Cor. While I was walking etc.
2. In. Having failed in the attempt, no further trial was made. Cor. The attempt having failed etc.
3. In. Being a fine day, I went out for a walk. Cor. It being a fine day etc.
4. In. My coffee comes into my chamber without asking it. Cor. ...my asking for it.

Two auxiliaries with one Principal Verb.

1. I never have, and I never will accuse a man falsely. Cor. ...have accused...will accuse etc.
2. In. All have been invited and received attention. Cor. ...have received attention.
3. In. I always have and always shall be your friend. Cor.have been and always etc.

Note :—When two or more auxiliary verbs are used with reference to one principal verb, the auxiliaries and the principal verb must be in concord.

Possessive Case before the Gerund

1. In. I was surprised at Ram refusing to go. Cor.at Ram's refusing to go.
2. In. Our united efforts could not prevent him going. Cor.prevent his going.
3. In. She carried it home for fear of it breaking. Cor.for fear of its breaking.

Concord of Subject and Verb

1. In. The jury was kept without food. Cor.were kept etc.
2. The crowd was disputing among themselves. Cor. The crowd were disputing etc.

3. In. The army was flying in different directions.
Cor. The army were flying etc.

Note :—When collective nouns are used as Nouns of Multitude, they take a plural verb.

4. In. Five hundred rupees are enough for the purpose. Cor....is enough etc.

5. In. Twenty miles are not small distance. Cor.is not a small distance.

6. In. "The Essentials of English Grammar and Composition" have passed through 36 editions. Cor.has passed through etc.

Notes :—(i) When a plural noun represents a singular quantity or (ii) when it is the title of a book, it is followed by a *singular verb*.

7. In. None of them was present there. Cor. ...were present there.

8. In. None but the brave deserves the fair. Cor.deserve the fair.

Note :—None=no one. It should, therefore, be followed by a singular verb. But when several persons or things are spoken, the *verb is usually plural*.

9. In. Peace and order were soon restored. Cor. Peace and order was etc.

10. In. The horse and carriage are at the door., Cor. The horse and carriage is at the door.

11. In. Bread and butter are my favourite food. Cor. ...is my favourite food.

Note :—When the two nouns joined by *and* are regarded as denoting a singular object or notion, they take a *singular verb*.

12. In. Each girl and each boy were asked to be present. Cor. ...was asked etc.

13. In. Every mother and every father have this feeling of responsibility. Cor. ...has this feeling etc.

14. In. Neither the stars nor the moon is visible. Cor. Neither the moon nor the stars are visible. It is better, however, to repeat the verb and say—The moon is not visible, nor are the stars.

15. In. Either the parents or the son has acted imprudently. Cor. Either the son or the parents have acted imprudently.

Note :—When one of the subjects is singular and the other plural, the plural subject should be put last and the verb should be plural.

16. In. He as well as his brothers were present there. Cor.....was present there.

17. In. They as well as Ram is to blame. Cor... Ram are to blame.

18. In. I as well as they are to blame. Cor...am to blame.

Note :—When the nominatives are connected by 'as well as', the verb agrees with the *previous nominative*.

19. In. The old and new Testament constitutes the Bible. Cor.—The old and the...constitute the Bible. Or, you may say,—The old and new Testaments (pl.) constitute the Bible—(Testament understood after 'old').

Note :—When the subject consists of a single noun modified by two adjectives so as to mean two distinct things, it is *plural*. Hence it requires a *plural verb*.

Adverbs : Far, by far.

1. In.—Ram is by far better than Jadu. Cor.--Ram is far better etc.

2. In. This is far the best book in the market. Cor. This is by far the best etc.

Note :—Far is usually used with the comparative, by far with the superlative.

Just, just now, presently.

1. In—I shall go just now. Cor—I shall go presently.

2. In—He has come here immediately. Cor—He has just come here.

3. At once I am in urgent need of some money. Cor—Just now I am in urgent etc.

Note :—Just or just now is used of time either present or slightly preceding the present. Presently means before long and is always applicable to future time.

Prepositions : Beside, besides.

1. In—He sat besides me. Cor—He sat beside me.
2. In—Your answer is besides the point. Cor—Your answer is beside the point.
3. In—Beside giving me advice, he helped me with money. Cor—Besides giving me etc.

Note :—*Beside*=(i) by the side of: (ii) aside from.
Besides=in addition to.

Within, by

1. In—I shall come here within 4 o'clock. Cor—...by 4 o'clock.
2. In—I shall pay your dues by 15 days. Cor..... within 15 days.

Note :—*Within* is used of space of time ; 'by' is used of point of time.

Conjunction : Until, as long as.

1. In—Until you remain idle, you will make no progress. Cor—As long as you remain etc.
2. In—We should give the patient medicine until he has life. Cor—...as long as he has life.

Note :—*Until* is used when point of time is mentioned ; but when *duration* of time is expressed, we use *as long as*.

Until, unless

1. In—Until these evils are not removed, we shall never be happy. Cor—Until these evils are removed (or so long as these evils are not removed), we shall never be happy.
2. In—I shall wait until you do not return. Cor—...until you return (or, as long as you do not return.)
3. In—Unless you do not work hard, you will never succeed. Cor.—Unless you work hard (or, if you do not work hard), you will never succeed.

Note :—*Until*=as long as not. *Unless*=if not. These two conjunctions should never be coupled with a negative word.

Correlatives

1. In—Scarcely he had gone out, the storm came on. Cor—Scarcely had he gone out, when (or before) the storm came on.

2. In—No sooner he went to bed when the thief stole into the house. Cor—No sooner had he gone (or did he go) to bed than the thief etc.

3. In—He not only lent me his carriage but also his horses. Cor—He lent me not only his carriage but also his horses.

4. In—He was either educated at a University or at public school. Cor—He was educated either at a University or at a public school.

5. In—He was neither learned in the languages nor in Philosophy. Cor—He was learned neither in the languages nor in Philosophy,

6. In—Has he gone to the jail or the hospital? Cor—.....or to the hospital?

7. In—He did not intend to hurt the man but only to frighten him. Cor—He intended not to hurt the man but only to frighten him.

8. In—No criticism was made on account of the delay but on account of his indifference in the matter. Cor—Criticism was made not on account of the delay but on account of his indifference in the matter.

Note :—Never use 'no' as a correlative to 'but'.

Position of Words

1. In—I saw a small boy, when I was in the city, smoking cigarette. Cor—When I was in the city, I saw a small boy smoking cigarette.

2. In—I saw a boy reading a book and sitting by the side of the road, which he seemed to find very amusing. Cor—I saw a boy sitting by the side of the road and reading a book, which he seemed to find very amusing.

3. In—I have read the book that you gave me with much interest. Cor—I have read with much interest the book that you gave me.

(B)

1. In—Do not give false witness. Cor—Do not give false evidence, or, do not bear false witness.

2. In—He is true to his words. Cor—He is true to his word.

3. In—I have a private business at home. Cor—I have a private piece of business at home.

4. I am going by the 12-30 o'clock train. Cor—I am going by the 12-30 train.

N. B.—When the number of minutes is specified, o'clock is not used. But it is quite correct to say 'by the half past twelve o'clock train.'

5. In—I want your reply by return of post. Cor—I want a reply from you by return of post.

6. In—I cannot endure your separation. Cor—I cannot endure separation from you.

7. In—We hope to have your good report. Cor—We hope to have a good report of you.

8. In—I found the place with somewhat difficulty. Cor—I found the place with some difficulty.

9. In—I was admitted into the Hare School. Cor—I was admitted to the Hare School.

10. In My father admitted me into the Hare School. Cor—My father got me admitted to the Hare School.

11. In—He took his birth in 1880. Cor—He was born in 1880.

12. In—Every candidate must keep one fourth of the full marks. Cor—Every candidate must obtain etc.

13. In—I shall take leave of the master for three days. Cor—I shall ask leave of the master for three days.

14. In—I care a straw for you. Cor—I do not care etc.

15. In—Please recommend for me to the Magistrate. Cor—Please recommend me etc.

16. In—The judge disposed the case summarily. Cor—The judge disposed of the case etc.

17. In—The boy resembles to his father. Cor—The boy resembles his father.

18. In—I have read the last but one chapter of the book. Cor—I have read the last chapter but one of etc.

19. In—I request your favour of granting me a week's leave. Cor—I request the favour of your granting etc.

20. In—Open page 20. Cor—Open at page 20.

21. In—This is the largest and beautiful picture I have ever seen. Cor—This is the largest and most beautiful picture I have ever seen.

22. In—Ram is as tall or taller than Shyam. Cor—Ram is as tall as or taller than Shyam, Or, Ram is as tall as Shyam or taller,

23. In—He supported the one with the same zeal that he attacked the other. Cor—He supported the one with the same zeal that he attacked the other *with* (or, *with* which he attacked the other.)

24. In—Of the two poets, Browning and Tennyson, I think the last is the best. Cor—Of the two poets, Browning and Tennyson, I think the latter is the better.

25. In—No man was so wise as Solomon. Cor—No other man was so wise as Solomon.

26. In—This excuse holds no water. Cor—This excuse does not hold water.

27. In—Starvation stared at my face. Cor—Starvation stared me in the face.

28. In—The army was defeated and fled. Cor—The army was defeated and it fled. Or, The army, being defeated, fled.

29. In—The language is not only hard to write but also to read. Cor—The language is hard not only to write but also to read.

30. In—He is quite as serious in his sports as in act of his life. Cor—He is quite as serious in his sports as in any other act of his life.

31. In—This book is the work of a patient and an acute observer. Cor—This book is the work of a patient and acute observer.

32. In—I know him an honest man. Cor—I know him *to be* an honest man.

33. In—I shall now bring this lecture to its close. Cor—I shall now bring this lecture to *a* close.

(C)

1. In—He entertained us to a dinner. Cor—He entertained us *at* a dinner.

2. He is seeking for an employment. Cor—... *some* employment.

3. In—He made fire. Cor—He made *a* fire.

4. In—Cloth is sold by yard. Cor—... *by the* yard.

5. In—He was guilty of breach of peace. Cor—... *of the* peace.

6. In—I live in the town, but my family lives in the country. Cor—I live in *town* (not—*the*), but etc.

7. In—I will provide you with a bedding and pair of sandal. Cor—... *with* bedding (omit *a*) and *a* pair etc.

8. In—The cat is a great enemy of rats. Cor—...
to rats.

9. In—I have spent a vast sum for this building.
Cor—...upon this building.

10. In—Yesterday he was late in school. Cor...
late for school.

11. In—His honesty was put to test. Cor—...put to
the test.

12. In—He has got (or, caught) cold. Cor—He got
(or, caught) a cold.

13. In—He contributed a large sum for a noble
cause. Cor—.. towards a noble cause.

14. In—He is in the committee. Cor—He is on the
committee.

15. In—This gentleman is in the jury. Cor—...is on
the jury.

16. In—The publisher and editor were both present.
Cor—The publisher and the editor were both present.

17. In—I was very much interested, or rather, was
much impressed with his article. Cor—...interested in
or rather, was etc. Or, I was very much interested in
his article, or rather, was impressed with it.

18. In—I saw him previous to my going. Cor—...
previously to my going.

19. In—I never remember *ever* to have seen him.
Cor—I *do not remember ever* to have seen him.

20. In—I have no other but this. Cor—I have no
other than this or, I have *none* but this.

21. The boys kept themselves away from school.
Cor—The boys kept away from school.

22. In—He is comparatively better today. Cor—...
comparatively well to-day.

Note :—The adverb “comparatively” itself shows the
degree.

23. He finds hard to earn his livelihood. Cor—
He finds it hard etc.

24. In—Do not come here except business. Cor—
except on business.

25. In—He entered head and heart into the busi-
ness. Cor—He entered heart and soul etc.

26. In—His knowledge in English is poor. Cor—His
knowledge of English is poor.

27. In—He has command over the English language.
Cor—He has command of the English language.

28. In—She is busy in cooking. Cor—She is busy cooking (omit "in").

29. In—Neither you are in the wrong, nor I am.
Cor,—...nor am I.

30. In—My brother does not help me nor he comes to my house. Cor—...nor does he come etc.

31. In—He knows a great deal than me. Cor—...a great deal more than I.

32. In—The Committee was divided in its opinion.
Cor—...were divided in their opinions.

33. In—His fate shook in the balance. Cor—His fate trembled in the balance.

University questions

1. In—The boy said to the master I hope you will be kind to grant me leave. Cor—The boy said to the master, "I hope you will be kind enough to grant me leave."

2. In—I and she was attacked by a fever since last night. Cor—She and I have been attacked with fever since last night.

3. In.—There are three boxes, and you may put the ball in the either of them. Cor—...into any of them.

4. In—Famine came to pass owing to short rainy season. Cor—Famine occurred in consequence of a short rainy season.

5. In—Seven days there is no rain. Cor—For seven days there has been no rain.

6. In—The master sent a word to Gobind that you are to come but he denied. Cor—...sent word...that he was to come, but he refused to do so.

7. In—I said to him that what harm is there if we will copy. Cor—I asked him what harm there was if we copied.

8. In—We must obey the commandment which forbids the committing murder. Cor—...the committing of murder.

9. In—Which is tallest, you or I? Cor—Which of us is the taller, you or I?

10. In—Each of the girls went up into their separate rooms to rest and calm themselves. Cor—...her separate room...calm herself.

11. In—The lighting and cleaning of Indian towns is not very good. Cor—...the cleaning.....are not very good.

12. In. This is one of the best books that is written since ten years. Cor—...have been written for ten years.

13. In—There is not so fine city in the whole India than Calcutta. Cor—There is not so fine a city in the whole of India as Calcutta.

14. In—Not only he spoke coldly but roughly. Cor—He spoke not only coldly etc.

15. In—A boy is known from the character of those who associates. Cor—...of those (whom) he associates with.

16. In—Men are in the plural, because they mean more than one. Cor—.....is.....because it means more than one.

17. In—He astonished much at the sight and went to inform the matter to his superior. He *was much* astonished.....to inform *his superior* of the matter.

18. In—Each of us have separate rooms to sleep. Cor—*has a separate room* to sleep in.

19. In—He is too clever man and difficult to cheat. Cor—...too clever *a man*.....*to be cheated*.

20. In—I asked him why did he tell me a fool? Please pass order for his release. Weeds hinder the flowers to grow. Cor—I, asked him why he called me a fool. Please pass orders for his release. Weeds hinder the flowers from growing.

21. In—John is better than anybody in his class. Cor.....anybody else etc.

22. In—Being very hungry, the hotel was a welcome refuge to the girl. Cor—The girl being very hungry, the hotel.....refuge to her.

23. In—In 99 cases out of 100, people get rid of fever at all. Cor—In 99 out of 100 cases, people are *completely cured of fever*.

24. In—I caught him in the neck and dealt him a sound thrashing. His view militates with mine. Cor—...by the neck and gave him a good thrashing. His view militates against mine.

25. In—The train is running in time. Cor...to time.

THE
ESSENTIALS OF SANSKRIT
GRAMMAR & COMPOSITION

By

A. B. BOSE.

An Experienced Teacher

Co-Author of "THE ESSENTIALS of ENGLISH
GRAMMAR & COMPOSITION"



বাংলাদেশে—কেবল বাংলাদেশে কেন, ভারতবর্ষের সর্বত্র
“The Essentials of English Grammar and
Composition” বইখানি ছাত্রসমাজে যে বিপুল সমাদর
দীর্ঘকাল ধরিয়া লাভ করিয়া আসিতেছে তাহার তুলনা নাই।
আজ পর্য্যন্ত সেই বইখানির সাতইত্রিশটি সংস্করণ হইয়াছে—ইহা
গ্রন্থকারের পক্ষে বড় কম গৌরবের কথা নয়। বর্তমান পুস্তক-
খানি সেই বিখ্যাত গ্রন্থকার ও বহুদর্শী কৃতী শিক্ষকেরই দীর্ঘ-
দিনের অভিজ্ঞতার ফল। এই বইখানিও ছাত্রসমাজে অমূল্য
সংবর্ধনা লাভ করিবে একথা আমরা নিঃসংশয়ে বিশ্বাস করি।
সংস্কৃত ব্যাকরণ, রচনা ও অনুবাদের শিক্ষণীয় যাবতীয় বিষয়
এই পুস্তকে এমন সুকৌশলে এমন সজ্জিব চিত্তাকর্ষক

প্রণালীতে সন্নিবেশিত করা হইয়াছে যে, প্রবেশিকা-পরীক্ষার্থী ছাত্রেরা অল্পায়াসে অল্প সময়ে জ্ঞাতব্য সকল তথ্য আয়ত্ত করিয়া কৃতিত্বের সহিত পরীক্ষায় উত্তীর্ণ হইতে পারিবেন একথা আমরা জোর করিয়াই বলিতে পারি। বইখানির একটি বিশেষত্ব এই যে, ইহাতে প্রচুর *Exercise* দেওয়া হইয়াছে এবং ছাত্রদের সুবিধার জন্য পুস্তকের শেষে সবগুলির উত্তর সন্নিবেশিত হইয়াছে। দেশের এই দারুণ হুর্দিনে পুস্তকের মুদ্রণব্যয় অত্যধিক এবং কাগজ অত্যধিক-ছলভ ও ছুমূল্য হওয়া সত্ত্বেও বইখানি শোভন ও সুন্দর করিয়া প্রকাশ করিতে যত্নের ত্রুটি করা হয় নাই; তদনুসারে মূল্যও সুলভ—এক টাকা বারো আনা মাত্র।

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